# Things to Consider Prior to Starting Workbook

This workbook is meant to support both TIP and TAP development. Differences between the two will be notated within each sheet/tab. The workbook serves as planning tool to assist you when filling out the form link for the TAP/TIP turn in. Modify the cells as needed - the workbook attempts to follow the form logic as closely as possible. During the submission, you will complete one submission per strategy and then complete additional submissions as needed until all TIPs, and TAPs are complete.

Please note that student outcome goals, for all individual campuses, and closure/reassignment, for all individual campuses, will be on different forms.

## Directions

- 1. Fill out the workbook PRIOR to the official link (or choose your own draft tool).
- 2. If there is criteria for success, it will be posted at the top.
- 3. Note that not all tabs need to be filled out this depends on the strategy selected.
- 4. Items highlighted yellow indicate they only apply to certain strategies so read carefully.
- 5. Read each tab/sheet carefully.
  - \* UPDATES THAT CAUSED CHANGES ARE OUTLINED IN RED

Question/Prompt	Please select the type of plan you are submitting
Additional Instructions	Targeted Improvement Plan (TIP) or Turn Around Plan (TAP)
Answer	
Alexader Elementary	Targeted Improvement Plan
Cross Oaks Elementary	Targeted Improvement Plan
Paloma Creek Elementary	Targeted Improvement Plan
Martinez Elementary	Targeted Improvement Plan
Rivera Elementary	Targeted Improvement Plan
Ginnings at Evers Elementary	Turn Around Plan
Providence Elementary	Turn Around Plan

Question/Prompt	List (select) campuses to which this strategy will apply	Name of the staff member employed by the school system completing this plan submission	Email	What role applies to the person completing this submission?
Additional Instructions	May be asked to provide CDCN if not listed			Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)
Answer				
lexander Elementary	61901104	Robin Brownell	rbrownell@dentonisd.org	Area Superintendent-DCSI
ross Oaks Elementary	61901125	Robin Brownell	rbrownell@dentonisd.org	Area Superintendent-DCSI
aloma Creek Elementary	61901120	Luci Schulz	lschulz@dentonisd.org	Area Superintendent-DCSI
lartinez Elementary	61901131	Robin Brownell	rbrownell@dentonisd.org	Area Superintendent-DCSI
Ginnings at Evers Elementary	61901112	Robin Brownell	rbrownell@dentonisd.org	Area Superintendent-DCSI
Providence Elementary	61901117	Luci Schulz	lschulz@dentonisd.org	Area Superintendent-DCSI
Rivera Elementary	61901108	Luci Schulz	lschulz@dentonisd.org	Area Superintendent-DCSI

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

- The district assures that the Campus Intervention Team (CTT) conducted a public meeting at each campus identified for school improvement with the campus performance rating and solicit input for the development of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.

- The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- The board posted the plan on the district website prior to the hearing.
- The plan is approved by the board.
- Written comments from stakeholders, if any, are attached.

				THE SAME FOR BOTH TIP/TAP			
Question	List or copy and paste all SI - identified campuses below	Lassure that all campuses named in this plan have conducted on o-site needs assessment that meets the requirements in Section 39A, 083 of the Texas Education Code, (For example: Texas Strategic Lendership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)	I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	I assure that the Campus Intervention Team (CTI) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.	Lassure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.	I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance of the campus, the agency, and the intervention measure or sunctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	Board approval date with option upload of public comments
Additional Instructions	List all SI campuses in the district	Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis	For locally conducted assessments only	Yes or No	Yes or No	Yes or No	Record the board approval date for each campus
	Alexander Elementary	ESF Diagnostic and Local Classroom Review		Apublic meeting for Alexander Elementary was held on October 17, 2025, at 5:30 pm. in the campus library. In alignment with state and district requirements, the Campus Intervention Team (CIT) convened this public meeting with the campus principal, members of the campus-level planning committee, parents of students attending the campus, and community members residing in the district. During the meeting, participants reviewed the campus's performance rating, information about the accountability process, Effective of the Targeted Improvement Plan (TIP). The opportunity for feedback was provided to all stakeholders but no verbal feedback was offered. A QR code was provided to all ThoughtExchange for written feedback. The compilied artifact of stakeholder feedback is attached to this documentation for reference.	A public meeting for Alexander Elementary was held on October 17, 2025, at 5:30 pm. in the campus library. Notification of this meeting was provided to subcuste and staff through School Messenger and the campus newsletter, and the notice was also posted on the district website to ensure accessibility for all stakeholders.	First to the hearing, a School Improvement Workshop was conducted for the Board of Trustees on October 14, 2025, to review preliminary plans and gather board input. Following the workshop, the formal board hearing for school improvement plans was held on November 11, 2025, in accordance with Texas Education Code requirements. The proposed plan was posted on the district website prior to the hearing, allowing the public ample opportunity to review and provide feedback.	After the hearing and review process, the Board of Trustees approved the Martinez Element Targeted Improvement Plan on November 11, 2025.
	Cross Oaks Elementary	ESF Diagnostic and Local Classroom Review		A public meeting for Cross Oaks Elementary was held on October 21, 2025, at 6:00 p.m. in the campus cafeteria. In alignment with state and district requirements, the Campus Intervention Team (CIT) convened this public meeting with the campus principal, members of the campus protein public meeting own the campus proposal members of the campus and meeting, participants reviewed the campus is performance rating, information about the accountability process, Effective Schools Framework. and provided in put for the development of the Targeted Improvement Plan (TIP). The opportunity for feedback was offered. A QR code was provided for a ThoughtExchange for written feedback. The complical artifact of stakeholder set to no verbal feedback was offered. A QR code was provided for a ThoughtExchange for written feedback. The complical artifact of stakeholder feedback is attached to this documentation for reference.	A public meeting for Cross Oaks Elementary was held on October 21, 2025, at 6:00 p.m. in the campus cafeten. Notification of this meeting was provided to students and staff through School Messenger and the campus newsletter, and the notice was also posted on the district website to ensure accessibility for all stakeholders.	Prior to the hearing, a School Improvement Workshop was conducted for the Board of Trustees on Cotober 14, 2025, to review preliminary plans and gather board input. Following the workshop, the formal board hearing for school improvement plans was held on November 11, 2025, in requirements. The proposed plan was posted on the district website prior to the hearing, allowing the public ample opportunity to review and provide feedback.	After the hearing and review process, the Board of Trustees approved the Martinez Element Targeted Improvement Plan on November 11, 2025.
	Paloma Creek Elementary	ESF Diagnostic and Local Classroom Review		A public meeting for Palama Creek Elementary was held on October 7, 2025, at 5:30 p.m. in the campus library, In alignment with state and district requirements, the Campus Intervention Team (CIT) convened this public meeting with the campus principal, members of the campus-intervention Team (CIT) convened this public meeting with the campus principal, members of the campus-intervention from the campus, and community members residing in the district. During the meeting, participants reviewed the campus's performance rating, information about the accountability process. Effective Schools Framework, and provided input for the development of the Taigeted Improvement Plan (IPP). The opportunity for feedback was offered. A QR code was provided for a ThoughtExchange for written feedback. The complical artifact of stakeholder feedback is attached to this documentation for reference.	was held on October 7, 2025, at 5:30 p.m. in the campus library, Notification of this meeting was provided to students and staff through School Messenger and the campus newsletter, and the notice was also posted on the district website to ensure accessibility for all stakeholders.	Prior to the hearing, a School Improvement Workshop was conducted for the Board of Trustees on Clober 14, 2025, to review preliminary plans and gather board input. Following the workshop, the format board hearing for school improvement plans was held on November 11, 2025, in accordance with Texas Education Code requirements. The proposed plan was posted on the district website prior to the hearing, allowing the public ample opportunity to review and provide feedback.	After the hearing and review process, the Board of Trustees approved the Martinez Element Targeted Improvement Plan on November 11, 2025.
Answer(s)	Martinez Elementary	ESF Diagnostic and Local Classroom Review		A public meeting for Martinez Elementary was held on October 21, 2025, at 5:00 p.m. in the campus cafeteria. In alignment with state and district requirements, the Campus Intervention Team (CIT) convened this public meeting with the campus principal, members of the campus-intervention Team (CIT) convened this public meeting with the campus principal, members of the campus-intervention and the meeting, participants reviewed the campus's performance arising, information about the accountability process, Effective Schools Framework. and provided input in the development of the Company of	A public meeting for Martinez Elementary was held on October 21, 2025, at 50 pp. m. in the campus cafeteria. Notification of this meeting was provided to students and staff through School Messenger and the campus newsletter, and the notice was also posted on the district website to ensure accessibility for all stakeholders.	Prior to the hearing, a School Improvement Workshop was conducted for the Board of Trustees on October 14, 2025, to review preliminary plans and gather board input. Following the workshop, the formal board hearing for school improvement plans was held on November 11, 2025, in accordance with Texas Education Code requirements. The propose of plan was posted on the district website prior to the hearing, allowing the public ample opportunity to review and provide feedback.	After the hearing and review process, the Board of Trustees approved the Martinez Element Targeted Improvement Plan on November 11, 2025.

	Rivera Elementary  Sinnings at Evers Elementary	TAPS Review: TBD  ESF Diagnostic and Local Classroom Review	17, 2025, at 6:30 p.m. in the campus cafeteria. In alignment with state and district requirements, the Campus Intervention Team (CIT) convened this public meeting with the campus principal, members of the campus-level planning committee, parents of students attending the campus, and community	cafeteria. Notification of this meeting was provided to students and staff through School Messenger and the campus newsletter. The notice was also posted on the district website to ensure accessibility for all stakeholders.	Prior to the hearing, a School Improvement Workshop was conducted for the Board of Trustees on October 14, 2025, to review preliminary plans and gather board input. Following the workshop, the formal board hearing for school improvement plans was held on November 11, 2025, in accordance with Texas Education Code requirements. The proposed plan was posted on the district website prior to the hearing, allowing the public ample opportunity to review and provide feedback.	The Board of Trustees approved the Martinez Elementary Targeted Improvement Plan on November 11, 2025.  After the hearing and review process, the Board of Trustees approved the Evers Elementary Trumaround Plan on November 11, 2025.
P	Providence Elementary	ESF Diagnostic and Local Classroom Review	October 17, 2025, at 5:30 p.m. in the campus library. In alignment with state and district requirements, the Campus Intervention Team (CIT) convened this public meeting with the campus principal, members of the campus-level planning committee, perents of students attending the campus, and	library. Notification of this meeting was provided to students and staff through School Messenger and the campus newsletter. The notice was also posted on the district website to ensure accessibility for all stakeholders.	Workshop was conducted for the Board of Trustees on October 14, 2025, to review preliminary plans and gather board input. Following the workshop,	After the hearing and review process, the Board of Trustees approved the Martinez Elementary Targeted Improvement Plan on November 11, 2025.

Question	List or copy and paste all SI - identified campuses below	I assure that all campuses included in this plan have set campus- wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.
Additional Instructions	List all SI campuses in the district	Yes or No
	Alexander	
	Cross Oaks	
	Martinez	
	Paloma Creek	
	Providence	
	Rivera	
Answer(s)	Ginnings at Evers	You will give this assurance at the time of submission through the Qualtrics Survey.
VOLUMILLE HALLOUT A SEPARATE SHIP	VEV TO INPUT VOUR STUDENT OUTCOME CO	DALS for each campus required to submit a TIP or TAP. THE

YOU WILL FILL OUT A SEPARATE SURVEY TO INPUT YOUR STUDENT OUTCOME GOALS for each campus required to submit a TIP or TAP. THE

QUESTION	S TOU WILL BE ASKED IN THAT SURVEY									
Question	Please select campus you are reporting Student Outcome Goals for.	If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.	Please enter your full name.	email.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
Additional Instructions	List all SI campuses in the district	Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467			(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).
	Alexander	61901104	Robin	Brownell	3rd-51,4th-50,5th-58	3rd-42,4th-45,5th-44	59.4	65.6	100	56.3
	Cross Oaks	61901125	Robin	Brownell	3rd-52, 4th-53,5th-59	3rd-45,4th-43,5th-46	65.6	75	100	75
	Martinez	61901131	Robin	Brownell	3rd-46, 4th-52, and 5th-56	3rd-38, 4th-42, and 5th-40	62.5	75	100	56.3
Answer(s)	Paloma Creek	61901120	Luci	Schulz	3rd- 48, 4th- 50, 5th - 55 (51)	3rd - 39, 4th - 42, 5th - 37 (48)	65.6	75	100	75
Austra (a)	Providence	61901117	Luci	Schulz	3rd- 48, 4th- 50, 5th - 55	3rd - 39, 4th - 42, 5th - 37	62.5	75	100	56.3
	Rivera	61901108	Luci	Schulz	3rd - 41, 4th - 43, 5th - 49	3rd - 34, 4th - 34, 5th - 41	56.3	75	100	56.3
	Ginnings at Evers	61901112	Robin	Brownell	3rd-47, 4th-45, 5th-54 (49)	3rd-38, 4th-36, 5th-41 (38)	68.8	75	100	75
						·				<u> </u>

Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?

The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.

There is a propriate support decident of strategy implementation and capacity building:

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Here a strategy in the rule is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

Question	To which campus or campuses does this strategy apply?	Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Which, if any, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	How many district staff members will you be reporting capacity building information for?	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	5.5 Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).
Additional Instructions	List all SI campuses in the district	Please write one of the following: Accelerating Campus Excellence (ACE) Model ClosureTreassign ClosureTreassign Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)	Strong Foundations Implementation (LASO 3), Strong Foundations Implementation School Improvement PLC (LASO 3), Instructional Leadership (LASO 3), EST-focus (LASO 3), Instructional Leadership (LASO 3), EST-focus (Restart), School Action Fund (Planning (Reasting), School Action Fund Planning (Reasting), School Action Fund Planning (Creas News), School Action Fund Pl	LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Create New), Effective Schoolsed system does not intend to apply for a grant to support this strategy, Other (must enter grant into text box).	SAPL list, ESCs, District Staff, Other (must include name)	You can report up to 15 district staff members.	ONLY COMPLETE IF DISTRICT STAFF NAMED (column F on this page)	ONLY COMPLETE IF THE ORGANIZATION NAMED (celumn Fon this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).
	Ginnings at Evers Elementary	In May 2023. Denton ISD voters approved a district bond package that included the full rebuil of Ginnings Elementary. This decision represented a significant investment by the community in ensuring districtive distriction of the community of	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	[Executive Director of Teaching and Learning). Olivia Monahan (District Appointed Instructional Cacol-Lacoy Rainey (Asst Superintendent), Jose Robles (Bilingual Specialist), Debbie Jimenez (Bilingual/ESL Support)	Olivia Monahan 85% intributed on Coach: Planning, modeling, coaching cycles cobies 30% interest of the Coach State of Coach St	J. Robbes- 2 years of experience (mostly 4th and 5th Billingula 1 Rivera) Provided Professional Development Helped Dulid Vascher capacity Helped Dulid Vascher capacity Helped Dulid Vascher Capacity Helped Dulid He

Alexander		The district has applied for the School Improvement	The district has been applied for the School	Education Service Center Region XI and District Staff	Robin Brownell (Area Superintendent), Sandy Brown	Heather Eby 30%	J. Robles- 2 years of experience (mostly 4th
	Instruction Improvements as a central strategy within	Curriculum and Instruction Grant (LASO 4)	Improvement Curriculum and Instruction Grant (LASO		(Executive Director of Teaching and Learning),	Planning and Modeling; Walking Classrooms	and 5th Bilingual at Rivera)
	its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement		4)		Heather Eby (Science Coordinator), Katy Watkins (District Appointed Instructional Coach) Lacey Rainey	Katy Watkins 85%	Provided Professional Development Helped build teacher capacity
					(Asst Superintendent), Margarita Ramos-Rivera	cycles cycles	
	and ensure consistent delivery of grade-level, TEKS- aligned instruction across campuses. This strategy				(Bilingual/ESL Support), Marcia Kellum (Reading	Jose Robles 30%	Supported collaborative team planning Helped build the capacity of the instructional
	focuses on aligning curriculum, assessment, and				Recovery Coordinator), Veronica Alderman (Reading	Bilingual Instructional Coach: Planning, modeling,	coach
	pedagogy while developing teacher and leader				Recovery), Jose Robles (Bilingual Specialist), Dina	coaching cycles	Data analysis and instructional planning
	capacity to implement high-quality, research-based				Wuenschel (DLL)	Veronica	
	practices with fidelity. As part of this work, Denton					95%	Margarita- In 1st year
	ISD is applying for the School Improvement					K-2 Literacy Support	
	Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State					Dina 60% K-2 Spanish Literacy Support	Heather- 1 year experience
	Board of Education (SBOE) High-Quality					35% Spanish Dyslexia Support	Provided Professional Development
	Instructional Materials (HQIM) for both Mathematics					Margarita	Helped build teacher capacity
	and English Language Arts (ELA). The district will					75% K-5 Bilingual Literacy Support	Supported collaborative team planning
	participate in the SBOE HQIM selection process					25% Bilingual instructional support	Helped build the capacity of the instructional
	during the 2025-2026 school year, ensuring that the					Marcia Kellum	coach
	chosen materials meet the state's rigorous quality					60% K-2 Literacy Support Robin Brownell,	Data analysis and instructional planning
	standards and align with both the Texas Essential Knowledge and Skills (TEKS) and the Effective					Area Superintendent, 10% Lacey Rainey, Asst.	
	Schools Framework (ESF) Levers, particularly Lever					Superintendent, 10%	
	4.1: High-Quality Curriculum and Lever 5.1: Data-						
	Driven Instruction. If the district is not awarded the						
	grant, Denton ISD will move forward independently						
	with the HQIM selection and implementation using						
	existing staff for capacity building and local funds to						
	sustain the initiative. The district remains committed						
	to ensuring that all teachers have access to strong instructional materials and targeted professional						
	learning that supports the use of these resources in						
	daily instruction. The implementation phase is				I		
	planned for the 2026-2027 school year, supported						
	by a structured professional learning calendar,						
	coaching cycles, and ongoing progress monitoring						
	through classroom observations, formative assessments, and PLC collaboration. Instructional						
	leaders and teachers will engage in continuous						
	reflection and data analysis to ensure that HQIM						
	implementation translates into improved student						
	outcomes and deeper conceptual understanding.						
	This strategic investment in curriculum and						
	instruction whether grant-funded or locally supported						
	underscores Denton ISD's unwavering commitment						
	to providing equitable access to high-quality instruction, fostering teacher expertise, and closing						
	persistent achievement gaps across all student						
	groups.						
Cross Oak	aks Denton ISD has identified Intensive Curriculum and	The district has applied for the School Improvement	The district has been applied for the School	Education Service Center Region XI and District Staff	Robin Brownell (Area Superintendent), Sandy Brown	Danielle Fletcher	Cynthia- In 1st year
Cross Oak	Instruction Improvements as a central strategy within	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning),	50%	Provided Professional Development
Cross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional	50% Instructional Coach: Planning, modeling, coaching	Provided Professional Development Helped build teacher capacity
Cross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement,	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia	50% Instructional Coach: Planning, modeling, coaching cycles	Provided Professional Development Helped build teacher capacity Supported collaborative team planning
Cross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional cohernce, raise student achievement, and ensure consistent delivery of grade-level. TEKS-	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles Cynthia Sorto	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional
- Cross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEKS-aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia	50% Instructional Coach: Planning, modeling, coaching cycles Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles	Provided Professional Development Helped build teacher capacity Supported collaborative team planning
Cross Oak	Instruction Improvements as a central strategy within its Targeted improvement Plans (TIP) to strengthen instructional coherence, raise student achievements, and ensure consistent felsivery of grade-level. Test and ensure consistent felsivery of grade-level. Test and ensure consistent felsivery of grade-level. Test and ensure consistent felsivers for the properties of t	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles Jackie Knicht I	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Cross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TERS, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles Cyrthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles Jackie Knight 80% Emerent Bilingual Ilteracy support	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach
Cross Oak	Instruction improvements as a central strategy within its Targeted improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEK-d aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and capacity to implement high-quality, research-based practices with fidelity. As part of this work, Dentron	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Cross Oak	Instruction Improvements as a central strategy within to Targeted Improvement Plans (TIP) to stengthen instructional coherence, raise student achievement. In the strategy of the strategy of the strategy of aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based processes of the strategy of the strategy of the Capacity for the School Improvement.	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles Cyrthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles Jackie Knight 80% Emerent Bilingual Ilteracy support	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Uross Gak	Instruction improvements as a central strategy within its Targeted improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEK-d aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and couses on aligning curriculum, assessment, and capacity to implement high-quality, research-based practices with fieldly. As part of this work, Dentron ISD is applying for the School Improvement Curriculum and Instruction Support Grant to fund the	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
uross Gak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement. See the properties of the properties of the properties of the signed instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based paractices with fieldly. As part of this work, Dention paractices with fieldly. As part of this work, Dention Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
uross Gak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional consensor, saise student achievement, and ensure consistent delivery of grade-level, TESC, and ensure consistent delivery of grade-level, TESC, focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement for further curriculum and instruction's Depton Grant to fund the Curriculum and Instruction's Depton Grant to fund the Board of Education (SBDE) High-Quality Instructional Materials (HOM) for both Mathematics.	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
uross Gak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional conversions, failed student achieve the strength of the	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TERS, adjunction from the consistent of the consistent of the consistency o	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, single instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fieldly. As part of this work. Delnot Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBCE) High-Quality Instructional Materials (HOM) for both Mathematics and the selection and the selection process participate in the SBCE+CIM election process during the 2028-2028 school year, ensuring that the during the 2028-2028 school year, ensuring that the	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEK-disped instruction across campuses. This strategy adjusted the control of the contr	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Olak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, all provided in the provided in the strength of t	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TES-1 and ensure consistent delivery of grade-level, TES-1 focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with ficklip. As part of this work, Denton ISD is applying for the School Improvement Curriculum and Instructions and Instructions and Instructions (SEGE). High-public Section (SEGE) High-public standards and English Language Arts (ELA). The district will participate in the SEGE HIGH Selection process during the 2025–2026 school year, ensuring that the chosen materials met the states' rigorous quality standards and align with both the Texas Essential standards and align with both the Texas Essential Schools Framework (ESF) Levens, particularly as facilitative.	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and instructional coherence, raise student achievement, and instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing baseds. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing baseds and leader capacity to implement high-quality, research-based paractices with fischligh. As part of this work. Delnion Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBOE) High-Quality Instructional Materials (HOM) for both Mathematics and the selection approach of the selection and the selection process during the 2025–2026 school year, ensuring that the chosen materials meet the state's rigorous quality standards and align with both the Texas Essential Knowledge and Skills (TEKS) and the Effective Instruction of the Control of the Contr	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEK-staffigued instruction across campuses. This strategy staffigued instruction across campuses. This strategy beginning the compact of the compac	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
- Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level. TSC-design and ensure consistent delivery of grade-level. TSC-design and ensure consistent delivery of grade-level. TSC-design and ensured consistent developing teacher and leader capacity to implement high-quality, research-based practices with fieldley. As part of this work, Denton Consistent and teather of the properties of the consistent of t	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, instructional coherence, raise student achievement, and instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-Based Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SeCE) High-Quality in the State Based of Education (SeCE) High-Quality in the State Based of Education (SeCE) High-Quality in the State Based of High Participate in the SBOE HOIM selection process during the 2025–2026 school year, ensuring that the chosen materials meet the state's rigiorus, quality knowledge and Skills (TEKS) and the Effective Schools Framework (ESP) Levers, particularly Lever 4.1: High-Quality Curriculum and Lever 5.1 Data Driven instruction. If the district is not awareted the with the HOIM selection and implementation using	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and instructional coherence, raise student achievement, and instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based compacts of the properties of the strategy of the Shool Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBCE) High-Quality Instructional Materials (HOM) for tooth Mathematics and the state of	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional contenence, raise student achievement, and ensure consistent delivery of grade-level, TES-6 and ensure consistent delivery of grade-level, TES-6 focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement Curriculum and Instructions Destination (SEDE) High-Quality Instructional Natiental School Instruction State Board of Education (SEDE) High-Quality Instructional Natientals (HOMI) for both Mathematics and English Language Arts (ELA). The district will participate in the SEOE-HOMI selection process during the 2025–2028 school year, ensuring that the chosen materials ment the states in Signous quality Knowledge and Skills (TEKS) and the Effective Schools Framework (ESP) Levers, particularly Lever 4.1: High-Quality Curriculum and Lever 5:1. Data-Driven Instruction. If the district is not awarded the grant, Denton ISD will move forward independently with the Helf Idad Selection and implementation using the substant in the initiative. The district remains committed to ensuring that all teachers have access to strong	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement instructional coherence, raise student achievement instruction access and present the strategy focuses on aligning curriculum, assessment, and pedagogy while developing backers and leader capacity to implement high-quality, research-based practices with ficielly. As part of this work, Dention Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBOE) High-Quality Instructional Materials (HOMI) for both Mathematics and English Language Arts (ELA). The district will will be a selected and access the state of the selection adoption, and implementation of State Board of Education (SBOE) High-Quality Instructional Materials (HOMI) for both Mathematics and English Language Arts (ELA). The district will be chosen materials meet the state's rigorous quality standards and align with both the Texas Essential Knowledge and Skills (TEKS) and the Effective Schools Framework (ESS) Levens, particularly Levens Driven instruction. If the district is not awarded the grant, Denton ISD will move forward independently with the HOMI selection and implementation using existing staff for capacity building and local funds to sustain the initiative. The district remains committed instructional materials and targeted professional contractions.	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achieve the strategy of the provided in the strategy of the st	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and neuron consistent deliver of grade-level. TSC-data desires consistent deliver of grade-level. TSC-data delivers of the strength of the streng	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to stengthen instructional coherence, raise student achievement, instructional coherence, raise student achievement, and instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing beaches and leader capacity to implement high-quality, research-based capacity for the School Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SSOE) High-Quality instructional Malerials (POIM) to lead to the selection process during the 2025–2026 school year, ensuring that the chosen materials meet the state's rigorous quality standards and aday with both the Texas Essential Schools Framework (ESF) Levers, particularly Lever 4.1: High-Quality Curriculum and Lever 5.1: Data Driven instruction. If the district is not awarded the grant, Dentron ISO will move forward independently existing that all teachers have access to strong instructional materials and targeted professional learning that supports the use of these resources in planned for the 2026–2027 school year, supported planned for the 2026–2027 school year, supported	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TER-6 document of the provided provided in the provided prov	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teaches. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and feeder capacity to implement high-quality, research-based of the compact of the selection, adoption, and implementation of State Board of Education (SOCI) High-Quality that the compact of the compact	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and instructional coherence, raise student achievement, and instructional coherence, raise student achievement, and pedigody while long consistent of the property of the propert	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
- Cross Clar	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to stengthen instructional coherence, raise student achievement, instructional coherence, raise student achievement, and instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing beaches and leader capacity to implement high-quality, research-based capacity for the School Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SSOE) High-Quality instructional beliancies (Polity Education), and implementation of the state Board of Education (SSOE) High-Quality instructional beliancies (Polity Curriculum and Lord editor this participate in the SSOE HOMS selection process during the 2025–2026 school year, ensuring that the chosen materials meet the state's rigorous quality standards and aday with both the Texas Essential Schools Framework (ESF) Levers, particularly Lever 4.1: High-Quality Curriculum and Lever 5.1: Data-Driven Instruction. If the district is not awarded the grant, Denton ISS oul Immove forward independently existing that all teachers have access to strong instructional materials and targeted professional learning calendar, coaching cycles, and conging progress monitoring through classroom observations, formative leading and leaders and leader	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level. TEC-6 decision and ensure consistent delivery of grade-level. TEC-6 decisions are student achievement, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISO is applying for the School Improvement of the selection, adoption, and implementation of State Board of Education (SBOE) High-Quality Instructional Materials (HOIM) to both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HOIM selection process the chosen materials meet the state's rigorous quality standards and ading with both the Texas Essential Knowledge and Skills (TEKS) and the Effective Schools Framework (ESF) Levers, particularly Lever 4.1: High-Quality Curriculum and Lever 5.1: Data-Driven Instruction. If the district is not avarded the with the HOIM selection and implementation using existing staff for capacity building and local funds to sustain the initiative. The district remains committed to ensuring that all teachers have access to strong instructional materials and targeted professional learning alexange. The conceiving cycles, and ongoing progress monitoring through casessesiments, and PLC collaboration. Instructional reference and sense that HOIM sessessions are sense that HOIM sessessions are the sense of the reference and designing professional learning calendar, coaching cycles, and ongoing progress monitoring through casessesiments, and PLC collaboration. Instructional reference and designing through casessesiments, and PLC collaboration. Instructional reference and designing through casesses the strong cases are that HOIM sessessions are that	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement instructional coherence, raise student achievement instruction according to the student achievement in the student in th	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
- Lross Oak	Instruction Improvements as a central strategy within the Sargeted Improvement Plans (TIP) to stenighten instructional coherence, raise student achievement, as aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teaches. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based of the compact of the selection, adoption, and implementation of State Board of Education (SOCI) High-Quality and the compact of the compac	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Coaching Cycles 30% Energent Bilingual Literacy support Robin Brownell Area Suberintendent, 10%	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing backers and leader capacity to implement high-quality, research-based paractices with fictility. As part of this work, Dention Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBOE) High-Quality Instructional Materials (HOMI) for both Mathematics and English Language Arts (ELA). The district will be a selected to the selection, adoption, and implementation of State Board of Education (SBOE) High-Quality Instructional Materials (HOMI) for both Mathematics and English Language Arts (ELA). The district will be a selected to the selection and selection and the selection and select	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Cycles C	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and measure constituted the state of the st	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Cycles C	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to stengthen instructional coherence, raise student achievement instructional coherence, raise student achievement instruction according to the student achievement instruction according to the student achievement all great processes on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based districts of the student o	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Cycles C	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
- Cross Clar	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to strengthen instructional coherence, raises student achievement, and instructional coherence, raises student achievement, all aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teachers and leader capacity to implement high-quality, research-based capacity to implement high-quality, research-based capacity to implement high-quality, research-based of ISD is applying for the School Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SOCI) High-Quality than the selection, and progression of the State Board of Education (SOCI) High-Quality in the Control of the State State Board of Education (SOCI) High-Quality in the Control of the State S	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Cycles C	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning
Lross Oak	Instruction Improvements as a central strategy within the Targeted Improvement Plans (TIP) to stengthen instructional coherence, raise student achievement instructional coherence, raise student achievement instruction according to the student achievement instruction according to the student achievement all great processes on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based districts of the student o	Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight	50% Instructional Coach: Planning, modeling, coaching cycles (cycles) Cynthia Sorto 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles at Cycles C	Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning

	Martinez		The district has applied for the School Improvement	The district has been applied for the School	Education Service Center Region XI and District Staff	Robin Brownell (Area Superintendent), Sandy Brown	Beth Avery 25%	Beth- 1 year experience
		Instruction Improvements as a central strategy within	Curriculum and Instruction Grant (LASO 4)	Improvement Curriculum and Instruction Grant (LASO		(Executive Director of Teaching and Learning),	Planning and Modeling	Provided Professional Development
		its Targeted Improvement Plans (TIP) to strengthen		4)		Heather Eby (Science Coordinator), Beth Avery (PD	Moriah Fountaine 95%	Helped build teacher capacity
		instructional coherence, raise student achievement.		1		Specilist), Sarah Roberts (District Appointed	K-2 literacy support	Supported collaborative team planning
		and ensure consistent delivery of grade-level, TEKS-				Instructional Coach) Lacey Rainey (Asst	Nicole Springer	Helped build the capacity of the instructional
		aligned instruction across campuses. This strategy				Superintendent), Moriah Fountaine (Reading	95%	coach
		focuses on aligning curriculum, assessment, and				Recovery), Jorge Ordonez (Bilingual/ESL Support)	K-2 Literacy Support	Data analysis and instructional planning
		pedagogy while developing teacher and leader				recovery), verge erdence (billingualized eapport)	Jessica Boerner	bata analysis and instructional planning
		capacity to implement high-quality, research-based					OEN/	Jorge- In 1st year
		capacity to implement myn-quality, research-based					8376	Jorge- III 1st year
		practices with fidelity. As part of this work, Denton					K-2 Literacy Support Sarah Roberts	Heather- 1 year experience
		ISD is applying for the School Improvement					Saran Roberts	Heatner- 1 year experience
		Curriculum and Instruction Support Grant to fund the					85%	Provided Professional Development
		selection, adoption, and implementation of State					Instructional Coach: planning, modeling, coaching	Helped build teacher capacity
		Board of Education (SBOE) High-Quality					cycles	Supported collaborative team planning
		Instructional Materials (HQIM) for both Mathematics					Jorge Ordonez	Helped build the capacity of the instructional
		and English Language Arts (ELA). The district will					40%	coach
		participate in the SBOE HQIM selection process					Emergent Bilingual literacy and instructional support	Data analysis and instructional planning
		during the 2025-2026 school year, ensuring that the					Heather Eby	'
		chosen materials meet the state's rigorous quality					10%	
		standards and align with both the Texas Essential					Science support Robin Brownell, Area	
		Knowledge and Skills (TEKS) and the Effective					Superintendent, 10% Lacey Rainey, Asst.	
Answer(s)		Schools Framework (ESF) Levers, particularly Lever					Superintendent, 10%	
/ Allamer(a)		4.1: High-Quality Curriculum and Lever 5.1: Data-					Capelinterident, 1070	
		Driven Instruction. If the district is not awarded the						
		grant. Denton ISD will move forward independently						
		with the HQIM selection and implementation using						
		with the Hollin selection and implementation using						
	1	existing staff for capacity building and local funds to				1		1
	1	sustain the initiative. The district remains committed				1		1
	I	to ensuring that all teachers have access to strong						
	I	instructional materials and targeted professional						
	I	learning that supports the use of these resources in						1
	I	daily instruction. The implementation phase is						1
	I	planned for the 2026–2027 school year, supported						1
	I	by a structured professional learning calendar,						1
		coaching cycles, and ongoing progress monitoring						
		through classroom observations, formative						
		assessments, and PLC collaboration. Instructional						
		leaders and teachers will engage in continuous						
		reflection and data analysis to ensure that HQIM						
		implementation translates into improved student						
		outcomes and deeper conceptual understanding.						
		This strategic investment in curriculum and						
		instruction whether grant-funded or locally supported						
		underscores Denton ISD's unwavering commitment						
		to providing equitable access to high-quality						
		instruction, fostering teacher expertise, and closing						
		persistent achievement gaps across all student						
	I	groups.						
	Paloma Creek	Denton ISD has identified Intensive Curriculum and	The district has applied for the School Improvement	The district has been applied for the School	Education Service Center Region XI and District Staff	Luci Schulz (Area Superintendent), Sandy Brown	Jennifer Davis	Jennifer- 2 years of experience- Rivera (2024-
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO	Education Service Center Region XI and District Staff	(Executive Director of Teaching and Learning), Katie	20% Math Planning, Classrooms Visits	2025), WS Ryan (2014-2015)
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife	20% Math Planning, Classrooms Visits Sheena Andrews	2025), WS Ryan (2014-2015) Provided Professional Development
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement,	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist),	20% Math Planning, Classrooms Visits Sheena Andrews 85%	2025), WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level. TEKS-	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching	2025), WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEKS- aligned instruction across campuses. This strategy	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist),	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles	2025), WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-taught with classroom
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEKS- aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-taught with classroom teachers
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEKS- aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedaogony while developing teacher and leader	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curricultum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025), WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-taught with classroom
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level. TEKS- slighed instruction across campuses. This strategy signed instruction across campuses. This strategy pedagogy while developing teacher and leader capacity to implement high-quality, research-based	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported Collaborative team planning Modeled and Co-taught with classroom teachers Helped build the capacity of the instructional coach
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within Its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEKS- aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based oractices with fieldity. As part of this work. Denton details are the control of the composition of the control	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certal strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise subsets achievement, and ensure consistent delivery of grade-level, TEKS- sligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy with developing learner and leader capacity to implement high-quality, research—band (SIS) is anothering the properties of the composition of the School Improvement (SIS) is anothering the school Improvement (SIS) is	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported Collaborative team planning Modeled and Co-taught with classroom teachers Helped build the capacity of the instructional coach
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certal strategy within its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise subsets achievement, and ensure consistent delivery of grade-level, TEKS- sligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy with developing learner and leader capacity to implement high-quality, research—band (SIS) is anothering the properties of the composition of the School Improvement (SIS) is anothering the school Improvement (SIS) is	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Creek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail stategy within its Targeted improvement Plans (TIP) to stemgthen and ensure consistent delivery of grade-level. TESC, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and podagogy while developing teacher and leader oppacitly to implement high-quality, research-based podagogy while developing teacher and leader capacity to implement high-quality, research-based isolated to the properties of the properties of ISD is applying for the School Improvement Curriculum and instruction Support Grant to fund the Curriculum and instruction Support Grant to fund the state of the properties of the state of the properties of the state of the state of the properties of the state of the state of the state of the state of state of state	The district has applied for the School improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to strengthen instructional conference, risels student achievement, state achievement plant-quality, research-based practices with fidelity. As part of this work, Denton IDD is applying for achievement plant-quality, research-based practices with fidelity. As part of this work, Denton IDD is applying for achievement plant-quality of sent to fund the selection, adoption, and implementation of State Plant-Quality.	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to strengthen instructional conference, risels student achievement, state achievement plant-quality, research-based practices with fidelity. As part of this work, Denton IDD is applying for achievement plant-quality, research-based practices with fidelity. As part of this work, Denton IDD is applying for achievement plant-quality of sent to fund the selection, adoption, and implementation of State Plant-Quality.	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Creek	Denton ISD has identified intensive Curriculum and instruction Improvements as a certail strategy within struction Improvements as a certail strategy within a continuous continuous continuous contentos, raise student achievement, and ensure consistent delivery of grade-level, TESC, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy white developing leacher and leader processes on aligning curriculum, assessment, and pedagogy white developing leacher and leader processes of the processes of the strategy of the School Improvement ISD is applying for the School Improvement Curriculum and instruction Support Great to fund the salection, adoption, and implementation of State Instruction and Materials (HOMI) for both Mathematics in Instruction Materials (HOMI) for both Mathematics.	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Creek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to sternighten instructional contension feeling of the contension and ensure consistent deview of grade-level, TICKS— focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement Curriculum and instruction Support Grant to fund School (SEG) is provided to the School of Control (SEG) is provided to School of Control (SEG) is provided to Instructional Materials (HOM) for both Mathematics and English Language Arts (ELA). The district will send English Language Arts (ELA). The district will send English Language Arts (ELA). The district will send the provided to the send of the send English Language Arts (ELA). The district will send the send the send of the send the send of the send of the send the send of the send of the send of the send of send of se	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Creek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targleted improvement Plans (TIP) to stempthen its Targleted improvement Plans (TIP) to stempthen and ensure consistent delivery of grade-level, TERS, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader opacity to implement high-quality, research-based opacity to implement high-quality, research-based opacity to implement high-quality, research-based corpactly to implement high-quality, research-based compactly to implement high-quality, research-based control in the properties of the prope	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Creek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted Improvement Plans (TIP) to strengthen instructional conference, raise student achievement, and ensure consistent detivery of grade-level, TEKS-Gousse on aligning curriculum, assessment, and pedagogy white developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBCD): High-Quality Board of Education (SBCD): High-Quality and English Language Arts (ELA). The district will participate in the SBCE HOIM selection process during the 2025–2026 school year, ensuring that the	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certail stategy within its Targeted Improvement Plans (TIP) to strengthen its Targeted Improvement Plans (TIP) to strengthen and ensure consistent delivery of grade-level. TERS. sligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader pagacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBICE) High-Quality Instructional Materials (HOM) for both Mathematics and English Language Arts (ELA). The district will be added to the control of the Con	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail stategy within its Targeted Improvement Plans (TIP) to sterngthen and ensure consistent delivery of grade-level, TESC, aligned Instruction across campuses. This strategy focuses on aligning curriculum, assessment, and packagopy white developing leacher and leader focuses on aligning curriculum, assessment, and packagopy white developing leacher and leader for across with a strategy of the strategy for across with finishing curriculum, assessment, and packagopy and instruction Support Great to fund the selection, adoption, and implementation of State furniculum and learning (FOMI) to 50th Mathematics and English Language Arts (ELA). The district will participate in the SBOC HOM selection process during the 2025–2028 school year, ensuring that the standards and allow with both the Yease Essential standards and allow with both the Yease Essential standards and allow with both the Yease Essential	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to strengthen instructional coherence, raises student achievement, instructional coherence, raises student achievement, strengthen instructions across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement. SID is applying for the School Improvement in the selection, adoption, and implementation of State Board of Education (SBEC) High-Quality Instructional Materials (HGMM) for both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HGMM selection process during the 2G2-2C20 school year, ensuring that the chosen materials meet the state's regrous quality in the Control of the SBOE HGMM (SBEC) (S	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targleted improvement Plans (TIP) to stempthen its Targleted improvement Plans (TIP) to stempthen and ensure consistent delivery of grade-level, TESC, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader opacity to implement high-quality, research-based opacity to implement high-quality, research-based capacity to implement high-quality, research-based compactly to implement high-quality, research-based compactly to implement high-quality, research-based control in the properties of the prop	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to sternighten instructional coherence, raise studies of a devise of grade-level. TICK-Groupes on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement Curriculum and Instruction Support Grant for Improvement Section, and Imprementation of State institutional Materials (HOMI) for both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HOMI selection process during the 2025-2026 school year, ensuring that the chosen materials meet the state's rigorous quality standards and align with both the Texas Essential Knowlodge and Skills (TEKS) and the Effective 14: 11-this Quality Curriculum and Lever's 1: Data - Lever's 1-1 Data	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail stategy within its Targeted improvement Plans (TIP) to stemgthen its Targeted improvement Plans (TIP) to stemgthen and ensure consistent delivery of grade-level. TEKS. aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader upgacity to implement high-quality, research-based compactly to implement high-quality, research-based consistent of the properties o	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail stategy within its Targleted Improvement Plans (TIP) to sterngthen and ensure consistent delivery of grade-level, TESC, aligned Instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing leacher and leader for a strategy focuses on aligning curriculum, assessment, and pedagogy while developing leacher and leader Course on aligning curriculum, assessment, and pedagogy while developing leacher and leader Course of the strategy of the School Improvement Curriculum and Instruction Support Great to fund the selection, adoption, and implementation of State Curriculum and Instruction Support Great to fund the selection, adoption, and implementation of State Instructional Materials (FOMI) to 50th Mathematics and English Language Arts (ELA). The district will participate in the SSOC HOM selection process during the 2025–2028 school year, ensuring that the standards and align with both the Texas Essential Knowledge and Skills (TESK) and the Effective Schools Framework (ESF) Levens, particularly Lever 4.1: High-Quality Curriculum and Lever 5.1: Data-turners. The Course of Independent Independently Independently Independently Independently Independently Independently Independently.	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to strengthen in the province of the Plans (TIP) to strengthen with the province of the Plans (TIP) to strengthen in and ensure consistent deemy of grade-level. TERS aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton Carriculum and instructions Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBEC) High-Quality Instructional Materials (HGIM) for both Mathematics and English Language Arts (ELA). The district will participate in the SDGC HOM selection process and English Language Arts (ELA). The district will participate in the SDGC HOM selection process chosen materials meet the state's ingrouss quality standards and align with both the Texas Essential Knowledge and Sikili (TEKS) and the Effective Schools Framework (ESP) Levers, particularly Lever 4.1 High-Quality Curriculum and Lew Sr. 1. Data. Driven Instruction. If the district is not awarded the with the HOM selection and milegeneration using with the HOM selection and milegeneration using with the HOM selection and milegeneration using the with the HOM selection and milegeneration using the selection and	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targleted Improvement Plans (TIP) to stirring them and ensure consistent delivery of grade-level, TESA. aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagopy while developing teacher and leader processes on aligning curriculum, assessment, and pedagopy while developing teacher and leader control of the strategy focuses on aligning curriculum, assessment, and pedagopy while developing teacher and leader control of the strategy of the School Improvement (SIG) is applying for the School Improvement Curriculum and Instruction Support Grant to fund the selection. adoption, and implementation of State Bound of Education (SIGC) High-Daulishermatics and English Language Arts (ELA). The district will participate in the SIGC HOM selection process during the 2025–2026 school year, ensuring that the chosen materials meet the state if signous quality standards and sign with both the Toxas Essential Schools Framework (ESF) Levens, particularly Lever 4.1: High-Quality Curriculum and Lever 5.1: Data-Driven Instruction. If the district is not avaried the grant, Denton ISO will move forward independently vesitions staff for capacity building and local funds to	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to strengthen instructional professions, as its student achievement, and instructional colorence, raise student achievement, and instructional colorence, as aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement. If the strategy of the School Improvement is provided in the strategy of the School Improvement in the selection, adoption, and implementation of Statle Board of Education (ISBCE) High-Quality Instructional Materials (HGIMI) for both Mathematics and English Language Arts (ELA). The district will participate in the SSG (2002 School year, ensuring that the Xnowledge and Sisting TERS) and the Effective Schools Framework (ESF) Levers, particularly Lever 4. 1- High-Quality Curriculum and Lever 5.1: Data. Driven Instruction. If the district is not awarded the grant, Denton IsON will more forward independently existing staff for capacity building and local funds to existing staff for capacity building and local funds to sustain the initiative. The district remains committee.	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
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	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targleted Improvement Plans (TIP) to stempthen its Targleted Improvement Plans (TIP) to stempthen and ensure consistent delivery of grade-level, TESC, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader opacity to implement high-quality, research-based opacity to implement high-quality, research-based opacity to implement high-quality, research-based compactly to implement high-quality, research-based control of the	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and instruction Improvements as a certail stategy within a training and intensive content of the content of t	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to stemgthen its Targeted improvement Plans (TIP) to stemgthen and ensure consistent delivery of grade-level. TEKS. aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based consistency of the properties of the properti	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targited Improvement Plans (TIP) to stirring them and ensure consistent delivery of grade-level, TESA. aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy white developing teacher and leader of the control of the con	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certail strategy within its Targeted improvement Plans (TIP) to strengthen in a transpelled improvement Plans (TIP) to strengthen and ensure consistent delivery of grade-level. TEKS. aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader papacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton Carriculum and instructions Support Grant to furth the selection, adoption, and implementation of State Board of Education (SBICE) High-Quality Instructional Materials (HOM) for both Mathematics and English Language Arts (ELA). The district will know the selection of SBICE (HOM) for both Mathematics and English Language Arts (ELA). The district will know the Carriculum and SBICE (HOM) for both Mathematics and English Language Arts (ELA). The district will know the Carriculum and the Effective Schools Framework (ESF) Levers, particularly Lever 4. High-Quality Curriculum and Lever 5.1: Data-Carriculum and Lever 5.1: Data-Carricu	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional lolanning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targleted Improvement Plans (TIP) to stempthen its Targleted Improvement Plans (TIP) to stempthen and ensure consistent delivery of grade-level, TESA: aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader opacity to imprement high-quality, respect Charlet (SIS) is applying for the School Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SISC): High-Daulal permatices and English Language Arts (ELA). The district will participate in the SISC HIGH Selection process during the 2025–2026 school year, ensuring that the chosen materials meet the state's rignorus quality standards and align with 150 th the Texas Essential Schools Framework (ESF) Levent, participately Lever 4.1: High-Quality Curriculum and Lever 5.1: Data-Driven Instruction. If the district is not awarded the grant, Denton ISD will move forward independently existing staff for capacity building and local funds it our suitain the initiative. The district remains committed to ensuring that all teachers have access to strong instructional materials and targeted professional learning that supports the use of these resources in planned for the 2025–2027 school year, supported by a structured professional learning that supports the use of these resources in consideration of the 2025–2027 school year, supported by a structured professional learning that supports the use of these resources in consideration of the 2025–2027 school year, supported by a structured professional learning medical, coaching cycles, and ongoing progress monitoring through classroom observations, for materials and regreted professional learning medical, received the season of the 2025–2027 school year, supported by a structured professional learning clander, coaching cycles, and ongoing progress monitoring re	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional lolanning
	Paloma Greek	Denton ISD has identified intensive Curriculum and instruction improvements as a certail stategy within a straight of the contension of th	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional lolanning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targeted improvement Plans (TIP) to stemgthen its Targeted improvement Plans (TIP) to stemgthen and ensure consistent delivery of grade-level, TEKS, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader opposition of the properties of the proper	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional lolanning
	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targited Improvement Plans (TIP) to stiering them in struction Improvement Plans (TIP) to stiering them and ensure consistent delivery of grade-level, TESC, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy white developing teacher and leader of the program of the properties of the properties of the program of the pro	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional lolanning
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	Paloma Greek	Denton ISD has identified intensive Curriculum and Instruction Improvements as a certain strategy within its Targleted Improvement Plans (TIP) to stempthen its Targleted Improvement Plans (TIP) to stempthen and ensure consistent delivery of grade-level, TESA: aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagopy while developing teacher and leader consistent of the property	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional lolanning
	Paloma Greek	Denton ISD has identified intensive Curriculum and instruction improvements as a certain strategy within a strain interest of the control of	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certain strategy within its Targleted Improvement Plans (TIP) to stempthen its Targleted Improvement Plans (TIP) to stempthen and ensure consistent delivery of grade-level, TEKS, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and podagogy while developing teacher and leader opacity to implement high-quality, research-based control of the property of the School Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBCE) High-Quality Carlot Mathematics instructional Materials (H20M) for both Materials instructional Materials (H20M) for both M20M for both	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a certain strategy within its Targleted Improvement Plans (TIP) to stempthen its Targleted Improvement Plans (TIP) to stempthen and ensure consistent delivery of grade-level, TEKS, aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and podagogy while developing teacher and leader opacity to implement high-quality, research-based control of the property of the School Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBCE) High-Quality Carlot Mathematics instructional Materials (H20M) for both Materials instructional Materials (H20M) for both Materials (H20M) for both Materials (H20M) for both Materials instructional Materials (H20M) for both M20M for bot	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
	Paloma Greek	Denton ISD has identified intensive Curriculum and instruction improvements as a certain strategy within a strain interest of the control of	The district has applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	The district has been applied for the School improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennife Davis (Math Coordinator), Beth Avery (PD Specilist), Sheena Andrews (District Appointed Instructional	20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svillana Pantsyr 20%	2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning

Providence	Denton ISD has identified Intensive Curriculum and Instruction Improvements as a central strategy within its Targeted Improvement Plans (TIP) to strengthen	Improvement Curriculum and Instruction Grant (LASO	The district has been applied for the School Improvement Curriculum and Instruction Grant (LASO 4)	Education Service Center Region XI and District Staff	Luci Schulz (Area Superintendent), Sandy Brown (Executive Director of Teaching and Learning), Jennifer Davis (Math Coordinator), Katie Payne	Jennifer Davis 20% Math Planning, Classrooms Visits Randi Walker	Katie- 1 year experience Provided Professional Development Helped build teacher capacity
	instructional coherence, raise student achievement, and ensure consistent delivery of grade-level. TEKS-		,		(Reading Language Arts Coordinator), and Britany Moore (District Appointed Instructional Coach) Lacey	95% K-2 Literacy Support	Supported collaborative team planning Helped build the capacity of the instructional
	aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and				Rainey (Asst Superintendent)	Rachel Aue 95% K-2 Literacy Support	coach Data analysis and instructional planning
	pedagogy while developing teacher and leader capacity to implement high-quality, research-based					Jenna 40%	Jennifer- 2 years of experience- Rivera (2024-
	practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement					Emergent Bilingual literacy and instructional support	2025), WS Ryan (2014-2015) Provided Professional Development
	Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State						Helped build teacher capacity Supported collaborative team planning
	Board of Education (SBOE) High-Quality Instructional Materials (HQIM) for both Mathematics						Modeled and Co-taught with classroom teachers
	and English Language Arts (ÉLA). The district will participate in the SBOE HQIM selection process						Helped build the capacity of the instructional coach
	during the 2025–2026 school year, ensuring that the chosen materials meet the state's rigorous quality						Data analysis and instructional planning
	standards and align with both the Texas Essential Knowledge and Skills (TEKS) and the Effective						
	Schools Framework (ESF) Levers, particularly Lever 4.1: High-Quality Curriculum and Lever 5.1: Data-						
	Driven Instruction. If the district is not awarded the grant, Denton ISD will move forward independently						
	with the HQIM selection and implementation using						
	existing staff for capacity building and local funds to sustain the initiative. The district remains committed						
	to ensuring that all teachers have access to strong instructional materials and targeted professional						
	learning that supports the use of these resources in daily instruction. The implementation phase is						
	planned for the 2026–2027 school year, supported by a structured professional learning calendar,						
	coaching cycles, and ongoing progress monitoring through classroom observations, formative						
	assessments, and PLC collaboration. Instructional leaders and teachers will engage in continuous						
	reflection and data analysis to ensure that HQIM implementation translates into improved student						
	outcomes and deeper conceptual understanding. This strategic investment in curriculum and						
	instruction whether grant-funded or locally supported underscores Denton ISD's unwavering commitment						
	to providing equitable access to high-quality instruction, fostering teacher expertise, and closing						
	persistent achievement gaps across all student						
Rivera	groups.  Denton ISD has identified Intensive Curriculum and	The district has been applied for the School	The district has been applied for the School	Education Service Center Region XI and District Staff	Luci Schulz (Area Superintendent), Sandy Brown	Danielle Fletcher	Katie- 1 year experience
	its Targeted Improvement Plans (TIP) to strengthen	Improvement Curriculum and Instruction Grant (LASO 4)	Improvement Curriculum and Instruction Grant (LASO 4)		(Executive Director of Teaching and Learning), Jennifer Davis (Math Coordinator), Katie Payne	50% Instructional Coach: Planning, modeling, coaching	Provided Professional Development Helped build teacher capacity
	its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level. TEKS-	Improvement Curriculum and Instruction Grant (LASO 4)	Improvement Curriculum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach)	Instructional Coach: Planning, modeling, coaching cycles Katie Payne	Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional
	its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEKS- aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and	Improvement Curriculum and Instruction Grant (LASO 4)	Improvement Curriculum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Jose Robles (Dual Language Facilitator), Debbie Jiminez (Bilinqual	Instructional Coach: Planning, modeling, coaching cycles Katie Payne 10% Planning, Classroom Visits; PLC Support	Helped build teacher capacity Supported collaborative team planning
	its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEKS- aligned instruction across campuses. This strategy flocuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based	Improvement Curriculum and Instruction Grant (LASO 4)	Improvement Curnculum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Jose Robles	Instructional Coach: Planning, modeling, coaching cycles (Katle Payne 10% Planning, Classroom Visits; PLC Support Stephanie 75% K-S Bilinqual Literacy Support	Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning  Jennifer- 2 years of experience-Rivera (2024-
	its Targeted Improvement Plans (TIP) to strengthen instructional coherence, raise student achievement, and ensure consistent delivery of grade-level, TEKS-silpned instruction across campuses. This strategy focuses on aligning our curvatum, assessment, and property of the property of th	Improvement Curriculum and Instruction Grant (LASO 4)	improvement Curriculum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Jose Robles (Dual Language Facilitator), Debbie Jiminez (Bilinqual	Instructional Coach: Planning, modeling, coaching cycles Katie Payne 10% Planning, Classroom Visits; PLC Support Stephanie	Helped build teacher capacity Supported Collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning Jennifer - 2 years of experience- Rivera (2024- 2025). WS Ryan (2014-2015) Provided Professional Development
	its Targeted improvement Plans (TIP) to strengthen instructional coherence, raises student achievement, and ensure consistent delivery of grade-level, TEKS-aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing leacher and leaders developed to the student of the properties of the pro	Improvement Curnculum and Instruction Grant (LASU 4)	improvement Curnoulum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Jose Robles (Dual Language Facilitator), Debbie Jiminez (Bilinqual	Instructional Coach: Planning, modeling, coaching cycles (Katle Payne 10% Planning, Classroom Visits; PLC Support Stephanie 75% K-S Bilinqual Literacy Support	Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning Jennifer - 2 years of experience- Rivera (2024- 2025). WS Ryan (2014-2015). Froyided Professional Development Helped build teacher capacity Supported Tollaborative team planning
	its Targeted improvement Plans (TIP) to strengthen instructional coherence, raises subtent achievement, and ensure consistent delivery of grade-level, TEKS-aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and pedagogy while developing teacher and leader capacity to implement high-quality, research-based practices with ficielly. As part of this work, Denton processes of the processes	Improvement Curnoulum and Instruction Grant (LASU 4)	improvement Curnoulum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Jose Robles (Dual Language Facilitator), Debbie Jiminez (Bilinqual	Instructional Coach: Planning, modeling, coaching cycles (Katle Payne 10% Planning, Classroom Visits; PLC Support Stephanie 75% K-S Bilinqual Literacy Support	Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning Helped build the capacity of the instructional planning Bennifer 2 years of experience. Rivera (2024- 2025), WS Ryan (2014-2014) WS Ryan (2014-2014) Froyered Proley on Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-taught with classroom teachers
	its Targeted improvement Plans (TIP) to strengthen instructional coherence, naise subcent achievement, and ensure consistent delivery of grade-level, TEKS-aligned instruction across campuses. This strategy can be a subject of the plant of	Improvement Curnoulum and Instruction Grant (LASO 4)	improvement Curnoulum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Jose Robles (Dual Language Facilitator), Debbie Jiminez (Bilinqual	Instructional Coach: Planning, modeling, coaching cycles (Katle Payne 10% Planning, Classroom Visits; PLC Support Stephanie 75% K-S Bilinqual Literacy Support	Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional cools Data analysis and instructional planning Jannifer - 2 years of experience-Rivera (2024- 2025). WS Ryan (2014-2015) Provided Professional Development Supported collaborative team planning Supported collaborative team planning Modeled and Co-Laught with classroom
	its Targeted improvement Plans (TIP) to strengthen instructional coherence, raises buttent achievement, and ensure consistent delivery of grade-level. TEKS-aligned instruction across campuses. This strategy adject of the properties of the propert	Improvement Curnoulum and Instruction Grant (LASU 4)	improvement Curnoulum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Jose Robles (Dual Language Facilitator), Debbie Jiminez (Bilinqual	Instructional Coach: Planning, modeling, coaching cycles (Katle Payne 10% Planning, Classroom Visits; PLC Support Stephanie 75% K-S Bilinqual Literacy Support	Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional Coach Data analysis and instructional planning Jennifers 2 years of experience—Rivera (2024- 2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning teachers of Co-Bugith with classroom teachers
	its Targeted improvement Plans (TIP) to strengthen instructional coherence, raises butlent achievement, and ensure consistent delivery of grade-level. TEKS-aligned instruction across campuses. This strategy focuses on aligning curriculum, assessment, and capacity to implement high-quality, research-based practices with fidelity. As part of this work, Denton ISD is applying for the School Improvement Curriculum and Instruction Support Grant to fund the selection, adoption, and implementation of State Board of Education (SBCD) High-Quality instructional Materials (HQMI) for both Mathematics and English Language Arts (ELA). The district will sufficiently adding the 2025–2026 school year, ensuring that the chosen materials meet the state's rigorous quality standards and align with both the Texas Essential	Improvement Curnoulum and Instruction Grant (LASO 4)	improvement Curnoulum and Instruction Grant (LASO 4)		Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Danielle Fletcher (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Jose Robles (Dual Language Facilitator), Debbie Jiminez (Bilinqual	Instructional Coach: Planning, modeling, coaching cycles (Katle Payne 10% Planning, Classroom Visits; PLC Support Stephanie 75% K-S Bilinqual Literacy Support	Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional Coach Data analysis and instructional planning Jennifier 2 years of experience. Rivers (2024- 2025). WS Ryan (2014-2015) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Modeled and Co-Laught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning Data analysis and instructional planning
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ONLY COMPLE	TE THIS SECTION IF YOU NAMED.	INTENSIVE CURRICLI DM + NO	INSTRUCTION SUPPORTS AS VOLE	SCHOOL IMPROVEMENT STR	ATEGY											
	List or copy and poste all SI - identified campases below	Please select the adopted	Is this the curriculum that will be implemented for the duration of the	What new curriculum will be adopted?	When will the district adopt the new	How many instructional minutes per week	How many instructional minutes per week are in master schedule for curriculum	How many instructional days are included in the	If there are fewer than 165 instructional days in the 2025-2026 calendar, what	Please describe the assessment plan for the	Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?	How frequently will PLCs occur?	Who will facilitate PLCs?	Who is requried to attend PLCs?	Please describe the PLC protocol to
Oncation			plan?l			implementation of this curriculum?	delivery, and does this amount of minutes meet the required/recommended number	2025-2026 calendar?	steps will the district take to ensure a 165- day calendar is adopted and implemented in 2026-2027?							
Quantum							of minutes?		in 2026-2027?							
							FLA Minimum Instructional Minutes K.	174 days								
Additional	List all SI campases in the district excluding Texas Partnership schools	This question will be asked by grade bands: K-5 Math, K-5 RLA, 6-8 Math, 6-8 RLA, 9-12 Math	Yes or No			Minimum Expectations due to master	ELA Minimum Instructional Minutes: K- 165, 1st-165, 2nd-155, 3rd-135, 4th/5th-120 Math Minimum Instructional Minutes	1/4 days								
Instructions	excluding Texas Partnership schools	(Algebra I, Algebra 2, Geometry), 9-12 RLA	Select yes, go to column G Select no, go to column E			schedules having intervention time built into it.	K/1st-60, 2nd-70, 3sd/4th-90, 5th-70									
	Alexander	All stakeholders including teachers, administrators, and teaching and learning staff will		SBOE approved HQIM	2026-2027 school year	ELA Minimum Instructional Minutes: K- 165, 1st-165, 2nd-155, 3rd-135, 4th/5th-	master schedules link	174 days (2024-25 180 days, 2026-27 projected 175 days)	N/A	Please see the attached Denton ISD Elementary Assessment Calendar https:	The district established clear expectations for Professional Learning Communities (PLCs) in	Professional Learning Communities (PLCs) are strategically organized by both grade level and content area to ensure focused collaboration. This structure allows teachers to effectively	According to the Dentoni ISD Performance Playbook, the Professional	PLCs are facilitated by camous administrators	All grade-level teachers are required to attend PLCs. In	Each Assessment and Intervention PLT session follows a structured
		teaching and learning staff will evaluate all HQIM resources and provide input and feedback				120 Math Minimum Instructional Minutes: K/1st-60, 2nd-70, 3rd/4th-90, 5th-70		175 days)		/idocs google. com/document/d/1rEnKI0C095ONtt4fs_Lh	the Performance Playbook, Each campus has implemented PLC structures that not only meet.	content area to ensure focused collaboration. This structure allows teachers to effectively	Learning Communities (PLCs) occur at minimum weekly, ensuring consistent	and instructional	addition, several key support	PLC Agenda that outlines the focus areas, discussion topics, and
		on viable options for Math and								GCpM9fOCZMOzUU0jPOTofoled8?tab=0	but exceed the explicit expectations outlined in the Playbook.	This structure allows learners to entercovery plan instruction, analyze student data, and internalize lections aligned to state standards. By working which these targeted teams, teachers can strengthen instructional consistency and respond collectively to student learning needs.	collaboration and alignment across grade levels. One day each week is dedicated	capacity demonstrates readiness to take this		focus areas, discussion topics, and data sources for review. These sessions use the D.I.E. Protocol— Describe, Interpret, Evaluate—to
		ELA in Kindergarten through Fifth Grades. The board will										By working within these targeted teams, teachers can strengthen instructional	to Assessment and Intervention PLTs, where teams analyze data, plan	responsibility. The	approach: Interventionists attend when their schedules	Describe, Interpret, Evaluate—to analyze student data. Teams
		approve the selected resources by February 2026 and capacity										learning needs.	instructional strategies to support all	leadership facilitation to	allow, so they can align	celebrate successes, and determine next instructional steps or interventions. This structured
		building will begin for teachers in summer 2026.											collaborative planning for ELA, and the	gradual release model		
													collaborative planning. These sessions were developed to provide a structured.	and differs upon the	inclusion teachers participate	lead to actionable outcomes for improved student learning.
													allows teams to unpack TEKS, develop and align learning targets, and embed RBIS (Research-Based Instructional	day is facilitated by our	"Additional Targeted Support" school due to special education achievement data.	
													Strategies) into lessons. This structure	campus administrators.	Their attendance ensures that instructional practices and	t
													Strategies) into lessons. This structure ensures that instruction remains rigorous and cohesive across all classrooms, while also allowing teachers to respond to data and student needs in real time.	with each grade-level	student goals are aligned with both the general education	
													to data and student needs in real time.	agenda based on	curriculum and IEP	
														and specific instructional	Coach attends all PLCs to assist in facilitation and to	
														expected to bring data such as exit tickets,	ensure the consistent use of RBIS and clear learning	
														formative assessments, and student work	targets. District Curriculum Coordinator attends one	
														samples to guide	collaborative planning session per week to provide guidance	1
														discussions.	and clarity for Math and Science planning. Campus	
															Administrators are also present during PLT and	
															collaborative planning sessions to provide clarity on	
															expectations, reinforce alignment with campus and	
															district goals, and ensure	
															discussions remain centered on student achievement and instructional excellence	
	Cross Oaks	All stakeholders including teachers, administrators, and		SBOE approved HQIM	2026-2027 school year	ELA Minimum Instructional Minutes: K- 165, 1st-165, 2nd-155, 3rd-135, 4th/5th-	master schedules link	174 days (2024-25 180 days, 2026-27 projected 175 days)		Please see the attached Denton ISD Elementary Assessment Calendar Miss.	The district established clear expectations for Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has	Professional Learning Communities (PLCs) are strategically organized by both grade level and content area to ensure focused collaboration.	According to the Denton ISD Performance Playbook, the Professional	PLCs are facilitated by	Each member of the grade level team is required to attend the weekly PLT meetings on	Our work together during weekly PLT meetings is focused on <u>The</u> <u>Work of a PLC</u> and the four
		teachers, administrators, and teaching and learning staff will evaluate all HQIM resources				120 Math Minimum Instructional Minutes: K/1st-60, 2nd-70, 3rd/4th-90, 5th-70		175 days)		//docs.google. com/document/d/1/EnK/0C0B5ONt4fs_Lh	implemented PLC structures that not only meet	content area to ensure focused collaboration. This structure allows teachers to effectively	Learning Communities (PLCs) occur at minimum weekly, ensuring consistent	including an administrator intern and	weekly PLT meetings on Tuesday and the planning	Work of a PLC and the four questions of a PLC. When
		and provide input and feedback on viable options for Math and								GCpM9fOCZMQzUU0jPOTofo/edit?tab=t.0	but exceed the explicit expectations outlined in the Playbook.	This structure allows teachers to effectively plan instruction, analyze student data, and internalize lessons aligned to state standards. By working within these targeted teams.	collaboration and alignment across grade levels. Weekly meetings have been a	instructional coaches, until teacher capacity	meetings on Monday and Wednesday. Administrators and	planning, teachers utilize our Cross Oaks Planning Protocol which was
		ELA in Kindergarten through Fifth Grades. The board will										intermalize leasons aligned to state standards. By working within these targeted teams, teachers can strengthen instructional consistency and respond collectively to student learning needs.				
		approve the selected resources by February 2026 and capacity building will begin for teachers										learning needs.	21-22 school year to focus on what we want our students to learn, how we will know if they have learned it, what we will do if they afort learn it and what we will do if they already know it. During the 23- 24 school year, a team of teachers attended the PLC Institute with Solution Teach to resert our select the REI.	The transition from camous leadership	resources, progress monitoring of students interventions and	follows the See It, Name It, Do It
		building will begin for teachers in summer 2026.													next steps. We also include our inclusion teachers to work	planning meetings is to rehearse each lesson so our 1st teach is our
	Matina	All stakeholders including		SBOE approved HQIM	2026-2027 school year	FLA Minimum Instructional Minutes: K.	master schedules link	174 days (2024-25 180	N/A	Please see the attached Denton ISD	The district established clear expectations for	Professional Learning Communities (PLCs) are	attended the PLC Institute with Solution Tree to reset and refer the PLT	through a gradual	collaboratively with teachers while they are planning and All teachers PreK-5th grade are	best teach. The protocol is used to quide our work including making
		teachers, administrators, and teaching and learning staff will				165, 1st-165, 2nd-155, 3rd-135, 4th/5th- 120 Math Minimum Instructional Minutes:		days, 2026-27 projected 175 days)		Elementary Assessment Calendar Mos.	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in	strategically organized by both grade level and content area to ensure focused collaboration.	Performance Playbook, the Professional Learning Communities (PLCs) occur at	campus administrators	required to attend all. All admin and support attend as listed	Critical Questions of a PLC as the overarching of all the work
		evaluate all HQIM resources and provide input and feedback				K/1st-60, 2nd-70, 3rd/4th-90, 5th-70				com/document/d/frEnKI0C0B5ONt#/s_Lh GCpM9IOC2MQzUU0POTo/odd?tab=t.0	implemented PLC structures that not only meet but exceed the explicit expectations outlined in	This structure allows teachers to effectively plan instruction, analyze student data, and	minimum weekly, ensuring consistent collaboration and alignment across grade	coaches, until teacher canacity demonstrates	above. While we would ideally have SPED attend, that is not	we do. However specifically in the planning piece, our campus
		on viable options for Math and ELA in Kindergarten through Fifth Grades. The board will									the Playbook.	internalize lessons aligned to state standards. By working within these targeted teams,	levels We utilize the districts one PLC before each quarter to do majority of the	readiness to take this	possible due to caseload and staffing and it is priority they	developed a planning protocol based off the work in
		approve the selected resources by February 2026 and capacity										consistency and respond collectively to student	days, teams look at the districts Scope	transition from campus leadership facilitation to	SPED teachers have access to	Leveraging Leadership 2.0. As a camous, we co-created
		building will begin for teachers in summer 2026.										maning racos.	TEKS for that quarter. They prioritize standards and unnark essentials. Teams	the grade level team hannens through a	assessment information etc. If a specific need for a SPED kid	criteria on what should be accomplished in planning and
													then create learning targets and lay out the learning on a Pacing Guide for the	gradual release model and differs upon the	arises in data meetings, a staffing is scheduled.	then developed one we would all commit to. It defines roles.
	Paloma Creek	All stakeholders including		SBOE approved HQIM	2026-2027 school year	ELA Minimum Instructional Minutes: K- 165, 1st-165, 2nd-155, 3nd-135, 4th/5th-120	master schedules link	174 days (2024-25 180	N/A	Please see the attached Denton ISD	The district established clear expectations for	Professional Learning Communities (PK-Cs) are content and as to ensure focused collaboration. This discharge laws due to ensure focused collaboration. This discharge laws desired to effect the focus of the focus o	Quarter that includes a progression of According to the Dentoni ISD	unique needs of each PLCs are facilitated by interim	All general education grade leve	pre-work to commit to, Data to For collaborative planning, teachers
		All stakeholders including teachers, administrators, and teaching and learning staff will evaluate all HQIM resources and nowing input and feedback				165, 1st-165, 2nd-155, 3ed-135, 4th/5th-120 Math Minimum Instructional Minutes: K/1st-60, 2nd-70, 3rd/4th-90, 5th-70		days, 2026-27 projected 175 days)		Elementary Assessment Calendar <a href="https://docs.google.com/document/d/frenKIDC0185ONtt4fs">https://docs.google.com/document/d/frenKIDC0185ONtt4fs</a> Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet	are strategically organized by both grade	Performance Playbook, the Professional	penopal and instructional coaches, until teacher coaches, until teacher	and content teachers. Special education inclusion teachers	utilize the district's Lesson Planning Protocol, which ensures that all
		evaluate all HQIM resources and provide input and feedback on viable options for Math and				K. 110-00, 2nd-70, 3rd-9h-90, 5th-70				GCpM9fOCZMQzUU0POTofowdf?sab=L0	implemented PLC structures that not only meet but exceed the explicit expectations outlined in the Playbook	sever and content area to ensure tocused collaboration. This structure allows teachers to effectively plan instruction, analyze student data, and internalize lessoms aligned to state standards. By working within these targeted feares, teachers can strengthen instructional consistency and respond collectively to	minimum weekly, ensuring consistent	readiness to take this responsibility. The transition	collaboratively with teachers	and consistent across classrooms. This
		ELA in Kindergarten through										data, and internalize lessons aligned to state	grade levels. The PLC's occur weekly if	from campus leadership facilitation to the grade level	analyzing student data to determine if goals need to be	targets, embedding RBIS, aligning formative assessments, and integrating
		approve the selected resources by February 2026 and capacity building will begin for teachers										standards. By working within these targeted teams, teachers can strengthen instructional	there is data to desegregate for math and reading. The data includes	gradual release model and differs upon the unique needs	adjusted or minutes need to be added.	formative assessments, and integrating differentiation for diverse learners. Together, these protocols ensure that every PLC meeting is purposeful,
		building will begin for teachers in summer 2026.										consistency and respond collectively to student learning needs.	standards mastery, CFA, report card assessments. This was developed by	of each team. Timekeeper (to ensure the meeting remains focused and efficient)		
													grade level teams determined by their			our campus goals for continuous improvement and student growth.
	Davidson	All state aboutons include:		SBOE americand HOIM	2036-2027 selected some	El A Minimum Instrustional Min **** Y	master schedules link	174 days /2024 25 400	NA	Please see the attached Dentire ISD	The district established since support	Al Providence Elementary, collaboration is not just exhabiled, it is a defining part of our culture. The carpus quorates as not bredissival Enemants of the control of the collaboration of the collab	respond to instruction.	Pt Co one facilitated by	Each member of the out to be a	This work was to bloom 1 1 10
	- constant	All stakeholders including teachers, administrators, and teaching and learning staff will		and approved HQIM	anar-ana / REBORI YESE	ELA Minimum Instructional Minutes: K- 165, 1st-165, 2nd-155, 3rd-135, 4th/5th- 120 Math Minimum Instructional Minutes:	MASKET SCHOOLINS ITIK	174 days (2024-25 180 days, 2026-27 projected 175 days)			The district established clear expectations for Professional Learning Communities (PLCs) in the Performance Playbook Fach communication	scheduled, it is a defining part of our culture. The	Performance Playbook, the Professional Learning Communities (PLCs) cooks of	campus administrators and instructional coaches, until	team is required to attend the weekly PLT meetings	during Providence's collaborative
		teaching and learning staff will evaluate all HQIM resources and provide input and feedback				120 Math Minimum Instructional Minutes: K/1st-60, 2nd-70, 3rd/4th-90, 5th-70		17.5 Gaya)		com/document/d/1rEnKI0C0BSONt#/s_Lh GCoM9IOCZMQzUU0POTo/o/ddf?lab#t.0	the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in	Community where collective responsibility, reflection, and instructional precision drive every	minimum weekly, ensuring consistent collaboration and alignment across grade	teacher capacity demonstrates readiness to	Administrators and reading/math interventionists also attend PLTs	prepared—with data, curriculum materials, pacing guides, and
		on viable options for Math and ELA in Kindergarten through Fifth Grades. The board will									the Playbook.	planning conversation and every instructional decision. At the heart of our work is a shared belief:	levels. Even as funding shifts required creative scheduling, Providence	transition from campus leadership facilitation to the	each week to support grade leve teams with resources, progress	f reflections. For math planning, the process begins with reviewing exit
												all students can and will learn at high levels when educators learn together, hold one another	Elementary maintained its priority on protected collaborative time. Grade-level	grade level team happens through a gradual release	monitoring of students, interventions and next steps.	tickets and noting misconceptions from the prior week. Teachers then
		by February 2026 and capacity building will begin for teachers										accountable, and commit to continuous improvement.	extended PLC/PLTs meet every three weeks on Thursday, but the campus has	model and differs upon the unique needs of each team.		examine the cognitive rigor of the standards ahead, analyze assessment
Answer(s)		in summer 2026.											gone a step further by embedding collaborative planning twice each week—	maintain productive collaboration)		expectations, and identify predictable misconceptions using research-based
(1)																tools. Once clarity around the weekly learning goals is established, the team transform into leaven planning and
													alongside district coaches, campus administrators, and instructional support staff to engage deeply in the work of			transitions into lesson planning and rehearsal. Teachers walk through tasks, anticipate student thinking,
																script questions, plan anchor charts, and rehearse key commonents of
													experiences and responding to student needs.			instruction-including those "hard-to-
																benefit from modeling and peer feedback. The rehearsal component is especially valued; teachers speak often
																especially valued; teachers speak often about how much more confident and prepared they feel after practicing
									N/A			J				prepared they feel after practicing instructional moves together.

1	Rivera	All stakeholders including	SBOE approved HQIM	2026-2027 school year	ELA Minimum Instructional Minutes: K-	master schedules link	174 days (2024-25 180		Please see the attached Denton ISD	The district established clear expectations for	At Rivera, we designed our PLC and PLT	According to the Dentoni ISD	PLCs are facilitated by	All grade-level teachers are	In the 2023-2024 school year, our
		teachers, administrators, and teaching and learning staff will			165, 1st-165, 2nd-155, 3rd-135, 4th/5th-120 Math Minimum Instructional Minutes		days, 2026-27 projected 175 days)		Elementary Assessment Calendar https:	Professional Learning Communities (PLCs) in the Performance Playbook, Each communities	structures to create a consistent, data-driven	Performance Playbook, the Professional	instructional coaches, until		
		evaluate all HQIM resources			K/1st-60, 2nd-70, 3rd/4th-90, 5th-70		175 daya)		com/document/d/1rEnKI0C0B5ONt4fs_Lh	implemented PLC structures that not only meet	system that supports both planning and responsive instruction. Based on our 2023-	Learning Communities (PLCs) occur at		who play a critical role in	protocol, and as a result,
		and provide input and feedback		l					GCpM9f0CZMQzUU0POTofoled#?lab=t.0	but exceed the explicit expectations outlined in	responsive instruction. Based on our 2023– 2024 student performance data, it became	minimum weekly, ensuring consistent collaboration and alignment access production	demonstrates readiness to take this responsibility. The	ensuring student progress. At the beginning of the year, each	conversations and planning competimes larked consistency
		on viable options for Math and ELA in Kindergarten through								the Playbook.	clear that teachers needed more frequent and	levels. Those norrur every Tuesday for	transition from campus	grade level is assigned a support	at Bernenizing the need for a
		Fifth Grades. The board will									intentional collaboration to analyze student	reading and every Thursday for math.			
		approve the selected resources by February 2026 and canacity									needs, adjust instruction, and ensure alignment				
		by February 2026 and capacity building will begin for teachers									across grade levels. This led us to implement		model and differs upon the	insight, and determine whether the team needs additional	implemented a PLC protocol. We
		in summer 2026.									weekly PLTs and structure PLCs more	performance, and make immediate			began by adapting a protocol from
											purposefully around student outcomes. PLCs are held once every nine weeks and are divide	adjustments to teaching practices. A key	meeting minutes, next steps and data analysis)	During PLCs, support staff check	k Leverage Leadership and "Riverafied" it to fit the unique
											into two focused sessions: planning in the			in with grade-level teams, review student progress, and offer	needs of our campus. As the year
											morning and data-driven action in the	that the first teach is the best teach.		guidance or resources to	progressed, it became clear that
											afternoon. During the morning session, teams			address any needs. In PLTs,	our protocol needed refinement.
											collaboratively plan for the next 15	the start. To support consistency and			One of our district coordinators
											instructional days by following a structured process. They begin by identifying the	follow-through, administrative reconncibilities for facilitating these		assigned to support specific	shared PLC protocols from two
											standards to be taught and then unpack those			grade levels, such as 5th-grade	other campuses, providing us with additional examples to consider.
											standards using tools such as Cognitive Ladder			to divide and conquer to	We used these ownerses to inform
											to determine what mastery looks like. Next,	allows us to plan intentionally, act on			
											teams prioritize the standards, create a	data purposefully, and continuously		For K-2 language arts, reading	effective protocol should include.  During our back-to-school
											Common Formative Assessment (CFA), and				During our back-to-school
	l l			1	1						then pace and design the upcoming unit of instruction. In the afternoon, the focus shifts t			standards and providing additional resources to	professional development, we shared the protocols with staff and
	l l			1	1						acting on student data. During this time,	9			shared the protocols with stall and actively solicited their feedback.
	l l			1	1						teachers analyze Tier 2 data to evaluate the			structured annmark ensures that	at to compare the state of the state of
											effectiveness of interventions, adjust student			both classroom teachers and	created the PLC protocol that is
	I			l	1		1				groupings, and determine next steps to			effectively to maximize student	now in use this school year. This
	l l			1	1						support student success.			learning.	protocol guides our PLCs and PLTs
	l l			1	1										by providing a consistent structure for team discussions, ensuring that
											1				planning, data analysis, and
				l											instructional decisions are
															deliberate, collaborative, and
															aligned with student needs. It
															reflects a cycle of continuous
															improvement, combining proven practices with the insights and
								N/A							expertise of our staff.
	Ginnings at Evers														
		All stakeholders including	SBOE approved HQIM	2026-2027 school year	ELA Minimum Instructional Minutes: K-	master schedules link	174 days (2024-25 180	N/A	Please see the attached Denton ISD	The district established clear expectations for	We intentionally built bi-weekly PLT time into	According to the Denton ISD Performance	PLCs are facilitated by	Each member of the grade level	Our PLC protocol was developed
		teachers, administrators, and	SBOE approved HQIM	2026-2027 school year	ELA Minimum Instructional Minutes: K- 165, 1st-165, 2nd-155, 3ed-135, 4th/5th-120	master schedules link	days, 2026-27 projected	NIA	Please see the attached Denton ISD Elementary Assessment Calendar https:				campus administrators an	d team is required to attend the	Our PLC protocol was developed collaboratively with grade-level
		All stakeholders including teachers, administrators, and teaching and learning staff will evaluate all HOIM resources	SBOE approved HQIM	2026-2027 school year	ELA Minimum Instructional Minutes: K- 165, 1st-165, 2nd-155, 3nd-135, 4th/5th-120 Math Minimum Instructional Minutes: K/1st-60, 2nd-70, 3nd/4th-90, 5th-70	master schedules link	174 days (2024-25 180 days, 2026-27 projected 175 days)	N/A	Please see the attached Denton ISD Elementary Assessment Calendar https: ilitors google. com/document/d/fr/En/ki0C0t85ONtt4/s Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has	the master schedule by providing coverage for grade-level teams. During this time, teachers	Playbook, the Professional Learning Communities (PLCs) occur at minimum	campus administrators an instructional coaches, unt	id team is required to attend the ii weekly PLT meetings on Transfers and the electrics	Our PLC protocol was developed collaboratively with grade-level teams to ensure clarity, consistency,
	*	teachers, administrators, and teaching and learning staff will evaluate all HQIM resources and provide input and feedback	SBOE approved HQIM	2026-2027 school year	Math Minimum Instructional Minutes:	master schedules link	days, 2026-27 projected	N/A	Elementary Assessment Calendar https:	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in	the master schedule by providing coverage for grade-level teams. During this time, teachers engage in Name and Need meetings to analyze student data, identify trends, and plan	Playbook the Professional Learning Communities (PLCs) occur at minimum weekly, ensuring consistent collaboration	campus administrators an instructional coaches, unt teacher capacity	id team is required to attend the il weekly PLT meetings on Tuesday and the planning	Our PLC protocol was developed collaboratively with grade-level teams to ensure clarity, consistency, and teacher ownership. Together,
		teachers, administrators, and teaching and learning staff will evaluate all HQIM resources and provide input and feedback on viable cotions for Math and	SBOE approved HQIM	2026-2027 school year	Math Minimum Instructional Minutes:	master schedules Erik	days, 2026-27 projected	N/A	Elementary Assessment Calendar https://docs.google. com/document/d/fr/EnKI0C085ONt4/s_Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in the Playbook.	the master schedule by providing coverage to grade-level teams. During this time, teachers engage in Name and Need meetings to analyze student data, identify trends, and plan responsive instruction. This process	Playbook, the Professional Learning Communities (PLCs) occur at minimum weekly, ensuring consistent collaboration and alignment for costs grade levels. Each harm clatermines the for litter for their (II)	campus administrators an instructional coaches, unt teacher capacity democrates readiness to take this responsibility. The	id team is required to attend the ill weekly PLT meetings on Tuesday and the planning tuesday and meetings on Monday and the Wednesday Administrators and	Our PLC protocol was developed collaboratively with grade-level teams to ensure clarity, consistency, and teacher ownership. Together, we co-created an agenda template
		teachers, administrators, and teaching and learning staff will evaluate all HQIM resources and provide input and feedback	SBOE approved HQIM	2026-2027 school year	Math Minimum Instructional Minutes:	master schedules link	days, 2026-27 projected	N/A	Elementary Assessment Calendar https://docs.google. com/document/d/fr/EnKI0C085ONt4/s_Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in the Playbook.	the master schedule by providing coverage to grade-level teams. During this time, teachers engage in Name and Need meetings to analyze student data, identify trends, and plan responsive instruction. This process	Playbook, the Professional Learning Communities (PLCs) occur at minimum weekly, ensuring consistent collaboration and alignment for costs grade levels. Each harm clatermines the for litter for their (II)	campus administrators an instructional coaches, unt teacher capacity demonstrates readiness to take this responsibility. The transition from campus	id team is required to attend the a weekly PLT meetings on Tuesday and the planning o meetings on Monday and wednesday. Administrators and readministration interventionists.	Our PLC protocol was developed collaboratively with grade-level teams to ensure clarity, consistency, and teacher ownership. Together,
	•	teachers, administrators, and teaching and learning staff will evaluate all HOIM resources and provide input and feedback on viable options for Math and ELA in Kindergarten through Fifth Grades. The board will approve the selected resources	SBOE approved HQIM	2026-2027 school year	Math Minimum Instructional Minutes:	mester schedules link	days, 2026-27 projected	N/A	Elementary Assessment Calendar https://docs.google. com/document/d/fr/EnKI0C085ONt4/s_Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in the Playbook.	the misster schedule by providing coverage for grade-level beams. During this sime, teachers engage in Name and Need meetings to analyze student data, identify trends, and plan responsive instruction. This process strengthers Tier 1 practices through targeted small-group instruction. Specials and support staff provide coverage, demonstrating our	Playbook the Professional Learning Communities (PLDs) accur at minimum weekly, ensuring consistent collaboration and allignment across grade levels. Each team determines the facilitator for their PU time, fostering shared ownership and leadership within grade-level teams.	campus administrators an instructional coaches, unt teacher capacity demonstrates readiness to take this responsibility. The transition from campus leadership facilitation to the oracle level team happens	id team is required to attend the 8 weekly PLT meetings on Tuesday and the planning o meetings on Monday and e Wednesday. Administrators and reading/math interventionists to attend PLTs each week to a support grade level teams with	Our PLC protocal was developed collaboratively with grade-level teams to ensure clarify, consistency, and teacher coverening. Together, yes co-created on agenda template that orallinss key discussion areas, including celebrations, essential standards, student work canonisis.
		teachers, administrators, and teaching and learning staff will evaluate all HOM resources and provide input and feedback on viable options for Math and ELA in Kindergarten through Fifth Grades. The board will approve the selected resources by February 2026 and coaccity.	SBOE approved HQIM	2026-2027 school year	Math Minimum Instructional Minutes:	master schedules link	days, 2026-27 projected	N/A	Elementary Assessment Calendar https://docs.google. com/document/d/fr/EnKI0C085ONt4/s_Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in the Playbook.	the master schedule by providing coverage for grade-level teams. During this time, teachers engage in Name and Need meetings to analyze student data, identify trends, and plan responsive instruction. This procises strengthare Tier 1 practices through targeted small-group instruction. Specials and support staff provide coverage, demonstrating our collective commitment to instructional	Playbook, the Professional Learning Communities (PLCa) occur at minimum weekly, ensuring consistent collaboration and dignment across grade levels. Each team determines the facilitator for their PU time, fastering shared conventing and leadership within grade-level teams.	campus administrators an instructional coaches, unt teacher capacity demonstrates readiness to take this responsibility. The transition from campus leadership facilitation to the grade level team happens transition and control selections.	id team is required to attend the 3 weekly PLT meetings on Tuesday and the planning meetings on Monday and wednesday. Administrators and reading/math interventionists e attend PLTs each week to support grade level teams with presence of the property of the property of the support grade level teams with presence of the property of the presence of the property of the support grade level teams with presence of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of the property of property of property property of property of property o	Our PCC protocol was developed collaboratively with grade-level became to ensure clarity, consistency, and teacher conventible, Together, yes co-readed on agenda template that outlines key discussion oreas, including esiberations, essential standards, student work analysis, and nest instructional steps. This
		teachers, administrators, and teaching and learning staff will evaluate all HOIM resources and provide input and feedback on viable options for Math and ELA in Kindergarten through Fifth Grades. The board will approve the selected resources	SBOE approved HQIM	2026-2027 school year	Math Minimum Instructional Minutes:	master schedules link	days, 2026-27 projected	N/A	Elementary Assessment Calendar https://docs.google. com/document/d/fr/EnKI0C085ONt4/s_Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in the Playbook.	the master schedule by providing coverage for grade-level bann. During this first, bachers erigage in Name and Need meetings to analyze student data, identify tennes, and plan responsive instruction. This process strengthern life in practices through largeled small-group instruction. Specialis and support collective commitment to instructional improvement. These structures ensure that PLT action steep translate into measurable	Playbook, the Professional Learning Communities (P.C.1) occur at minimum weekly, ensuring consistent collaboration and alignment across grade levels. Each seam determines the facilitate for fair in time, fostering shared ownership and leadership within grade-level trans. Administrators and the instructional coach Administrators and the instructional coach	campus administrators an instructional coaches, unt teacher capacity demonstrates readiness to take this responsibility. The transition from campus leadership facilitation to the grade level team happens through a gradual release model and differs upon the unisue needs of each unisue needs of each	id team is required to attend the 3 weekly PLT meetings on Tuesday and the planning on meetings on Monday and Wednesday. Administrators and reading math interventionists eatherd PLTs each week to support grade level beams with resources, progress monitoring of students, interventions.	Our PCC protocol was developed collaboratively with grade-level teams to ensure clarity, consistency, and teacher convenitor, Togetheir, we co-creded on agenda template that out read was discussion areas, including caleborations, assential standards, shudert work analysis, and nest instructional steps. This
		teachers, administrators, and teaching and learning staff will evaluate all HOIM resources and provide input and feedback on viable options for Math and ELA in Kindergarten through Fifth Crades. The board will approve the selected resources by February 2028 and capacity building will begin for teachers	SBOE approved HQIM	2026-5027 school year	Math Minimum Instructional Minutes:	master schedules link	days, 2026-27 projected	NA	Elementary Assessment Calendar https://docs.google. com/document/d/fr/EnKI0C085ONt4/s_Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in the Playbook.	the master schedule by providing coverage for grade-level banns. During this time, beachers engage in Name and Need meetings to recommend to the schedule of the schedule of providing the schedule of the schedule of schedule of the schedule of small-group instruction. Specials and support staff provide coverage, demonstrating our collective commitment to instruction provide coverage, demonstrating concluding commitment to instruction provide coverage, demonstrating provide coverage, demonstrating provide provide coverage, demonstrating provide provide coverage, demonstrating provide pr	Playbook, the Professional Learning Communities PLOI about or invinrum weekly, resuring consistent collaboration and digment access grade levels. Each sean determines the facilitator for their PLOI time, feathering shared ownership and leadership within grade level teams. Administrator and the instructional coach actively participate in collaboration with special education teachers and specialists.	campus administrators an instructional coaches, unt teacher capacity demonstrates readiness to take this responsible; The transition from campus leadership facilitation to the gradual release through a gradual release model and differs upon the unique needs of each	id team is required to attend the 3 weekly PLT meetings on Tussday and the planning or meetings on Monday and Wednesday. Administrators and reading-math interventionists to attend PLTs each week to support grade level teams with resources, progress monitoring of shadenis, interventions, enishore alignment with campus	Our RC protecto laws developed collaboratively with grade-level teams to ensure clothy, consistency, and teacher coverable, Together, we co-created on orgando template that outlines key discussion creax, including calebrations, essential standards, student work complets, and near instructional steps. This shared structure keeps each PLC sourced and office of the country of the c
		teachers, administrators, and teaching and learning staff will evaluate all HOIM resources and provide input and feedback on viable options for Math and ELA in Kindergarten through Fifth Crades. The board will approve the selected resources by February 2028 and capacity building will begin for teachers	SBOE approved HQIM	2036-5027 achool year	Math Minimum Instructional Minutes:	master schedules link	days, 2026-27 projected	AUA.	Elementary Assessment Calendar https://docs.google. com/document/d/fr/EnKI0C085ONt4/s_Lh	Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet but exceed the explicit expectations outlined in the Playbook.	the master schedule by providing coverage for grade-level bann. During this first, bachers erigage in Name and Need meetings to analyze student data, identify tennes, and plan responsive instruction. This process strengthern life in practices through largeled small-group instruction. Specialis and support collective commitment to instructional improvement. These structures ensure that PLT action steep translate into measurable	Plagbook, the Professional Learning Communities (PLO) accourt on iminimum weekly, emailing consistent collaboration and alignment concess goods levels, but and setempines the facilitate for their plant landership within goods-level tearns. Administrations and the instructional coach actively participate in callaboration with special deducation teachers and specialists to ensure alignment and support for all lanorers. Each grade-level team lead	campus administrators an instructional coaches, unit teacher capacity demonstrators readiness a take this responsibility. The transition from campus leadership facilitation to the grade level team happens through a gradual release model and differs upon the unique needs of each team. All grade-level teachers, inclusion and special education seachers.	id team is required to attend the 3 weekly PLT meetings or Tuesday and the planning or meetings on Monday and meetings on Monday and reading/math interventionists externed PLT seach week to support grade level teams with resources, progress monitoring of students, interventions, reinforce alignment with campus and definite goals, and ensure s. student achievement and or s. student achievement and s.	Our PLC protector was developed collaboratively with grade-level teams to arease clority, consistency, and teacher commership. Together, we co-created on operated surreplant both outsides say discussion oreas, including ealsborations, essential standardus, sutater work condysts, and the control of the control of the control of standardus, sutater work condysts, where disturbant isseps and PLC compact discussion for control of the control of compact pools. To guide data conventacions, we will see the DE
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		Criteria for Success

Does the plan ensure that students are assigned to a higher performing campus?

All students from the closing campus are assigned to a campus with an acceptable (C or bettor) performance rating.

All receiving quantipus will increase the quality of the instructional materials to be east at the campus (in oft a already implementing SBOE-approved HQIM or OER).

All receiving campuses have a capacity building plan that includes upfront training and ongoing occobing for campus lackers and teachers.

All receiving campuses have a capacity building plan that includes upfront training and ongoing occobing for campus lackers and teachers.

The capacity building professional development (PD) plan for all receiving campus matches the state of tented at each receiving campus of the capacity of the capacity building plan to the capacity of the capacity building and principal managers that are new (in their first two vigors) to their role.

There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that one to we committed to the capacity of the capacity building support related to supporting students in special populations that is aligned with the student population at the campus.

CAMPUS SYSTEM INFO - CLOSURE/REASSIGNMENT FILLS OUT THEIR OWN SURVEY (ON DARK PURPLE TABS ONLY)

Question	Please select the clossing campus for this Closure/Reassignment submission:	If the campus you are reporting closure for is not available in the list above, please enter the campus(es) CDCN number in the fields below.	Please enter your full name.	Please enter your email.	Please indicate the number of campuses that will be assigned students from the closing campus:
Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools	Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467			
	Evers Park Elementary		Robin Brownell	rbrownell@dentonisd.	226
	Shultz Elementary		Luci Schulz	lschulz@dentonisd.org	89
	Hodge Elementary		Luci Schulz	lschulz@dentonisd.org	49
	Reeves		Robin Brownell	rbrownell@dentonisd.org	30
	Newton Rayzor	61901107	Robin Brownell	rbrownell@dentonisd.org	15
Answer(s)					
Autoriti(s)					

## Does the plan ensure that administrators and teachers receive appropriate job-embedded training?

- -Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
- -Teachers receive upfront/initial training on key elements of the school improvement strategy.
  -Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly.

- -The observation tool includes research-based instructional strategies (RBIS) look fors.
  -The observation tool includes research-based instructional strategies (RBIS) look fors.
  -The observation tool includes look fors related to implementation of approved curriculum.
  -The capacity building/professional development (PD) plan matches the current state of talent at the campus.
- +There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
- +There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
- +There is a plan to differentiate and/or increase support for uncertified teachers.

ONLY COMPLET	E IF YOU CHOSE INTENSIVE C&I S	UPPORTS AS A	A SCHOOL IMPROVEMENT STRATEGY OR NAMED I	DISTRICT STAFF AS BUILDING CAPAC	ITY OR SUPPORTING STRATEGY IMP	LEMENTATION ON THE SI STR	ATEGY TAB
Question	List or copy and paste all SI - identified campuses below	Removed several columns	Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manage -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?
Additional Instructions	List all SI campuses in the district excluding Texas Partnership, ACE, or Graduation Rate						
	Alexander		Capacity Building plan by campus	All new administrators are required to attend the monthly New Administrator Cadre sessions in addition to the bimonthly half-day professional development provided for all campus administrators. Teacher feedback is gathered through PLC planning sessions and reflective discussions. Administrators who have fewer than two years of experience or who have not yet demonstrated proficiency based on classroom and PLC observations are required to attend targeted training sessions. The campus also collaborates closely with the Bilingual Department to provide additional support and development for bilingual teachers.	based upon a locally developed progress monitoring tool. The tool reflects on the effective implementation of the performance playbook/the ESF Levers, in addition to several locally developed stems (what barriers are preventing successful instructional	Walk throughs to monitor RBIS and universal instructional practices-twich monthly at minimum	The campus is launching a Digital PLC Data Portal to enhance instructional rigor and standards alignment for students with disabilities. This platform enables special education teachers to collaborate asynchronously, document student progress, and align IEP goals with grade-level TEKS. Teachers will submit data reflections and PLC Alignment Summaries that connect instructional strategies to cognitive rigor and student outcomes. The SPED Leadership Team and District Coordinator will provide targeted coaching cycles and feedback to ensure consistency in specially designed instruction (SDI) and TEKS alignment. Administrators will monitor implementation through rubric-based reviews and data-informed walkthroughs that highlight rigor and instructional quality. Evidence of success will include training documentation, portal submissions, alignment summaries, coaching reports, and walkthrough data. An End-of-Year Reflection and Implementation Summary will evaluate portal impact, teacher engagement, and IEP-to-TEKS alignment to guide continuous improvement. This initiative establishes a sustainable system of digital collaboration that strengthens instructional coherence and improves outcomes for students with disabilities.

Paloma Creek	Capacity Building plan by campus	All new administrators are required to attend the monthly New Administrator Cadre sessions in addition to the bimonthly half-day professional development provided for all campus administrators. Teacher feedback is gathered through PLC planning sessions and reflective discussions. Administrators who have fewer than two years of experience or who have not yet demonstrated proficiency based on classroom and PLC observations are required to attend targeted training sessions. The campus also collaborates closely with the Bilingual Department to provide additional support and development for bilingual teachers.  All new administrators and Campus leadership is evaluated to attend the provided progress monitoring tool. The tool reflects on the effective implement of the performance playbook/the Levers, in addition to several loca developed stems (what barriers a preventing successful instructions are required to attend targeted training sessions. The campus also collaborates closely with the Bilingual Department to provide additional support and development for bilingual teachers.	practices-twich monthly at minimumAll teachers are tiered each quarter based on observations and student data collection. Tier 3 teachers receive coaching feedback cycles twice per month. Tier 1 and Tier 2 receive it once per month.	Focused professional learning for special populations staff that include bilingual specilists, reading/math interventionists,GT specilists and dyslexia therapists at a minimum of once per month.
Cross Oaks	Capacity Building plan by campus		practices-twich monthly at minimum minimum	The campus is launching a Digital PLC Data Portal to enhance instructional rigor and standards alignment for students with disabilities. This platform enables special education teachers to collaborate asynchronously, document student progress, and align IEP goals with grade-level TEKS. Teachers will submit data reflections and PLC Alignment Summaries that connect instructional strategies to cognitive rigor and student outcomes. The SPED Leadership Team and District Coordinator will provide targeted coaching cycles and feedback to ensure consistency in specially designed instruction (SDI) and TEKS alignment. Administrators will monitor implementation through rubric-based reviews and data-informed walkthroughs that highlight rigor and instructional quality. Evidence of success will include training documentation, portal submissions, alignment summaries, coaching reports, and walkthrough data. An End-of-Year Reflection and Implementation Summary will evaluate portal impact, teacher engagement, and IEP-to-TEKS alignment to guide continuous improvement. This initiative establishes a sustainable system of digital collaboration that strengthens instructional coherence and improves outcomes for students with disabilities.

Р	Providence	Capacity Building plan by campus	All new administrators are required to	Campus leadership is evaluated weekly	Coaching feedback-monthly	The campus is launching a Digital	
	Torraginos	Supulity Building plant by sumpas	attend the monthly New Administrator	by Area Superintendents. Asst	Walk throughs to monitor RBIS	PLC Data Portal to enhance	
			Cadre sessions in addition to the bi-	Superintendent, or Superintendent	and universal instructional	instructional rigor and standards	
			monthly half-day professional	based upon a locally developed	practices-twich monthly at	alignment for students with	
			development provided for all campus	progress monitoring tool.The tool	minimum	disabilities. This platform enables	
			administrators. Teacher feedback is	reflects on the effective implementation	minimum	special education teachers to	
			gathered through PLC planning	of the performance playbook/the ESF		collaborate asynchronously,	
			sessions and reflective discussions.	Levers, in addition to several locally		document student progress, and	
			Administrators who have fewer than	developed stems (what barriers are		align IEP goals with grade-level	
			two years of experience or who have	preventing successful instructional		TEKS. Teachers will submit data	
			not yet demonstrated proficiency based			reflections and PLC Alignment	
			on classroom and PLC observations	use of district resources, evidence of		Summaries that connect	
				backwards planning, is quality tier 1		instructional strategies to cognitive	
			sessions. The campus also	evident, what evidence is present of		rigor and student outcomes.	
			collaborates closely with the Bilingual	routine progress monitoring, etc.). Look		The SPED Leadership Team and	
			Department to provide additional	fors: RBIS for both ELA and Math,		District Coordinator will provide	
			support and development for bilingual	Learning targets and Learning labs to		targeted coaching cycles and	
			teachers.	determine level of rigor for both whole		feedback to ensure consistency in	
				and small group. The Denton ISD		specially designed instruction (SDI)	
				Performance Playbook		and TEKS alignment.	
						Administrators will monitor	
						implementation through rubric-	
						based reviews and data-informed	
						walkthroughs that highlight rigor	
						and instructional quality.	
						Evidence of success will include	
						training documentation, portal	
						submissions, alignment	
						summaries, coaching reports, and	
						walkthrough data. An End-of-Year	
						Reflection and Implementation	
						Summary will evaluate portal	
						impact, teacher engagement, and	
						IEP-to-TEKS alignment to guide	
						continuous improvement. This	
						initiative establishes a sustainable	
						system of digital collaboration that	
Answer(s)						strengthens instructional	
						coherence and improves outcomes	
						for students with disabilities. The	
						campus also has their special	
						education staff and EXPO teacher	
						attend campus "Name and Need"	
						meetings to monitor student	
				1		progress.	

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				and small group. The Denton ISD		specially designed instruction (SDI)	
				Performance Playbook		and TEKS alignment.	
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based reviews and data-informed							
walkthroughs that highlight rigor						walkthroughs that highlight rigor	
and instructional quality.							
Evidence of success will include							
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submissions, alignment							
summaries, coaching reports, and							
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1	Rivera	Cit Buildies des bussesses	All new administrators are required to	O	Carabias faralland, sarathly	The communication and Digital
	Rivera	Capacity Building plan by campus		Campus leadership is evaluated weekly		The campus is launching a Digital
			attend the monthly New Administrator	by Area Superintendents, Asst	Walk throughs to monitor RBIS	PLC Data Portal to enhance
			Cadre sessions in addition to the bi-	Superintendent, or Superintendent	and universal instructional	instructional rigor and standards
			monthly half-day professional	based upon a locally developed	practices-twich monthly at	alignment for students with
			development provided for all campus	progress monitoring tool.The tool	minimum	disabilities. This platform enables
			administrators. Teacher feedback is	reflects on the effective implementation		special education teachers to
			gathered through PLC planning	of the performance playbook/the ESF		collaborate asynchronously,
			sessions and reflective discussions.	Levers, in addition to several locally		document student progress, and
			Administrators who have fewer than	developed stems (what barriers are		align IEP goals with grade-level
			two years of experience or who have	preventing successful instructional		TEKS. Teachers will submit data
			not yet demonstrated proficiency based			reflections and PLC Alignment
			on classroom and PLC observations	use of district resources, evidence of		Summaries that connect
				backwards planning, is quality tier 1		instructional strategies to cognitive
			sessions. The campus also	evident, what evidence is present of		rigor and student outcomes.
			collaborates closely with the Bilingual	routine progress monitoring, etc.). Look		The SPED Leadership Team and
			Department to provide additional	fors: RBIS for both ELA and Math,		District Coordinator will provide
			support and development for bilingual	Learning targets and Learning labs to		targeted coaching cycles and
			teachers.	determine level of rigor for both whole		feedback to ensure consistency in
				and small group. The Denton ISD		specially designed instruction (SDI)
				Performance Playbook		and TEKS alignment.
						Administrators will monitor
						implementation through rubric-
						based reviews and data-informed
						walkthroughs that highlight rigor
						and instructional quality.
						Evidence of success will include
						training documentation, portal
						submissions, alignment
						summaries, coaching reports, and
						walkthrough data. An End-of-Year
						Reflection and Implementation
						Summary will evaluate portal
						impact, teacher engagement, and
						IEP-to-TEKS alignment to guide
						continuous improvement. This
						initiative establishes a sustainable
						system of digital collaboration that
						strengthens instructional
						coherence and improves outcomes
						for students with disabilities. The
						campus also has their special
						education staff and EXPO teacher
						attend campus "Name and Need"
						meetings to monitor student
			1			progress.

	Ginnings at Evers		Capacity Building plan by campus	attend the monthly New Administrator			The campus is launching a Digital PLC Data Portal to enhance instructional rigor and standards	
						practices-twich monthly at	alignment for students with	
				development provided for all campus	progress monitoring tool. The tool	minimum	disabilities. This platform enables	
					reflects on the effective implementation		special education teachers to	
					of the performance playbook/the ESF		collaborate asynchronously,	
		4			Levers, in addition to several locally		document student progress, and	
					developed stems (what barriers are		align IEP goals with grade-level	
					preventing successful instructional		TEKS. Teachers will submit data reflections and PLC Alignment	
		4		not yet demonstrated proficiency based on classroom and PLC observations	use of district resources, evidence of		Summaries that connect	
		4		are required to attend targeted training			instructional strategies to cognitive	
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		4		Department to provide additional	fors: RBIS for both ELA and Math,		District Coordinator will provide	
		4			Learning targets and Learning labs to		targeted coaching cycles and	
		4			determine level of rigor for both whole		feedback to ensure consistency in	
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		4			Performance Playbook		and TEKS alignment.	
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		4			1		implementation through rubric- based reviews and data-informed	
		4			1		walkthroughs that highlight rigor	
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		4			1		Evidence of success will include	
		4			1		training documentation, portal	
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		4			1		Reflection and Implementation	
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		4			1		IEP-to-TEKS alignment to guide	
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		4			1		initiative establishes a sustainable	
		4			1		system of digital collaboration that	
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				· ·			attend campus "Name and Need" meetings to monitor student	
							progress.	
			4		4		progress.	

- How will the strategy be implemented?
  -Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.
  -Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.
  -Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.

Question	List or copy and paste all SI - identified campuses below	Please share the key milestones for this strategy through August 2026 for TIP, and keymilestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.		
Additional Instructions	List all SI campuses in the district			
	Alexander	See attachment under Column G under Performance Management		
	Cross Oaks	See attachment under Column G under Performance Management		
	Martinez	See attachment under Column G under Performance Management		
Answer(s)	Paloma Creek	See attachment under Column G under Performance Management		
	Providence	See attachment under Column G under Performance Management		
	Rivera	See attachment under Column G under Performance Management		
	Ginnings at Evers	See attachment under Column G under Performance Management		

- Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

  -There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.

  -The response describes:

  +Who will review progress towards milestones,
  +How frequently progress is reviewed,
  +How progress data will be collected, and
  +How it is shared with district leadership and other relevant stakeholders

Question	List or copy and paste all SI - identified campuses below	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?
Additional Instructions	List all SI campuses in the district					
	Alexander	Using components of the Denton ISD Performance Playbook, the School Leadership and Academic Programs Division and Teaching and Learning Division meet with weekly with the Superintendent of Schools on Tuesdays at 2:00 to review progress, action steps, milestones and student achievement data for each campus.	Dr. Susannah O'Bara-Superintendent Dr. Lacey Rainey-Assistant Superintendent Luci Schulz-Area Superintendent Robin Brownell-Area Superintendent Sandy Brown-Executive Director	Using components of the Denton ISD Performance Playbook, the School Leadership and Academic Programs Division and Teaching and Learning Division meet with weekly with the Superintendent of Schools on Tuesdays at 2:00 to review progress, action steps, milestones and student achievement data for each campus.	and artifacts. This workbook serves as a collaborative, collective place to capture progress, milestones and action steps for each priority campus.	Milestone progress data will be shared with district leadership and other relevant stakeholders through an internal district workbook designed for transparency and collaboration. Each priority campus has a designated tab documenting campus visit dates, the aligned ESF Lever, intent, action item, participants, follow-up actions, and supporting artifacts. This centralized workbook serves as a living document that captures real-time progress, milestones, and next steps. District leadership teams review updates during scheduled zone meetings and targeted improvement check-ins to monitor implementation fidelity, provide feedback, and identify systemwide patterns and needs. This structure ensures consistent communication, shared accountability, and data-driven decision-making across all priority.
	Cross Oaks	Using components of the Denton ISD Performance Playbook, the School Leadership and Academic Programs Division and Teaching and Learning Division meet with weekly with the Superintendent of Schools on Tuesdays at 2:00 to review progress, action steps, milestones and student achievement data for each campus.	Dr. Susannah O'Bara-Superintendent Dr. Lacey Rainey-Assistant Superintendent Luci Schulz-Area Superintendent Robin Brownell-Area Superintendent Sandy Brown-Executive Director	Using components of the Denton ISD Performance Playbook, the School Leadership and Academic Programs Division and Teaching and Learning Division meet with weekly with the Superintendent of Schools on Tuesdays at 2:00 to review progress, action steps, milestones and student achievement data for each campus.	and artifacts. This workbook serves as a collaborative, collective place to capture progress, milestones and action steps for each priority campus.	

		and Academic Programs Division and Teaching and Learning Division meet with	Dr. Susannah O'Bara-Superintendent Dr. Lacey Rainey-Assistant Superintendent Luci Schulz-Area Superintendent Robin Brownell-Area Superintendent Sandy Brown-Executive Director	Tuesdays at 2:00 to review progress, action steps, milestones and student achievement data for each campus.	having a tab that documents campus visit dates, aligned ESF Lever, intent, action item, who participated in the campus visit, follow-up from the visit and artifacts. This workbook serves as a collaborative, collective place to capture progress, milestones and action steps for each priority campus.	action item, participants, follow-up actions, and supporting artifacts. This centralized workbook serves as a living document that captures real-time progress, milestones, and next steps. District leadership teams review updates during scheduled zone meetings and targeted improvement check-ins to monitor implementation fidelity, provide feedback, and identify systemwide patterns and needs. This structure ensures consistent communication, shared accountability, and data-driven decision-making across all priority, campuses.
Answer(s)	Paloma Creek	Performance Playbook, the School Leadership and Academic Programs Division and Teaching and Learning Division meet with	Dr. Susannah O'Bara-Superintendent Dr. Lacey Rainey-Assistant Superintendent Luci Schulz-Area Superintendent Robin Brownell-Area Superintendent Sandy Brown-Executive Director	and Academic Programs Division and Teaching and Learning Division meet with weekly with the Superintendent of Schools on Tuesdays at 2:00 to review progress, action	having a tab that documents campus visit dates, aligned ESF Lever, intent, action item, who participated in the campus visit, follow-up from the visit	Milestone progress data will be shared with district leadership and other relevant stakeholders through an internal district workbook designed for transparency and collaboration. Each priority campus has a designated tab documenting campus visit dates, the aligned ESF Lever, intent.
		Performance Playbook, the School Leadership and Academic Programs Division and Teaching and Learning Division meet with	Dr. Susannah O'Bara-Superintendent Dr. Lacey Rainey-Assistant Superintendent Luci Schulz-Area Superintendent Robin Brownell-Area Superintendent Sandy Brown-Executive Director		having a tab that documents campus visit dates, aligned ESF Lever, intent, action item, who participated in the campus visit, follow-up from the visit	Milestone progress data will be shared with district leadership and other relevant, stakeholders through an internal district workbook designed for transparency and collaboration. Each priority campus has a designated tab documenting campus visit dates, the aligned ESF Lever, intent.

Rivera	Using components of the Denton ISD	De Consent OlDers Conseintendent	III. 4 Cd D 4 IGD	An internal district workbook has been	Milestone annual data will be about
			Using components of the Denton ISD		Milestone progress data will be shared
	Performance Playbook, the School Leadership		Performance Playbook, the School Leadership		with district leadership and other relevant
	and Academic Programs Division and	Luci Schulz-Area Superintendent	and Academic Programs Division and	having a tab that documents campus	stakeholders through an internal district
		Robin Brownell-Area Superintendent	Teaching and Learning Division meet with	visit dates, aligned ESF Lever, intent,	workbook designed for transparency and
	weekly with the Superintendent of Schools on	Sandy Brown-Executive Director	weekly with the Superintendent of Schools on	action item, who participated in the	collaboration. Each priority campus has a
	Tuesdays at 2:00 to review progress, action		Tuesdays at 2:00 to review progress, action		designated tab documenting campus visit
	steps, milestones and student achievement		steps, milestones and student achievement data		
	data for each campus.		for each campus.		
				progress, milestones and action steps	actions, and supporting artifacts. This
				for each priority campus.	centralized workbook serves as a living
					document that captures real-time
					progress, milestones, and next steps.
					District leadership teams review updates
					during scheduled zone meetings and
					targeted improvement check-ins to
					monitor implementation fidelity, provide
					feedback, and identify systemwide
					patterns and needs. This structure
					ensures consistent communication,
					shared accountability, and data-driven
					decision-making across all priority
					campuses.
			Using components of the Denton ISD	An internal district workbook has been	Milestone progress data will be shared
	Performance Playbook, the School Leadership		Performance Playbook, the School Leadership		with district leadership and other relevant
	and Academic Programs Division and	Luci Schulz-Area Superintendent	and Academic Programs Division and	having a tab that documents campus	stakeholders through an internal district
				visit dates, aligned ESF Lever, intent,	workbook designed for transparency and
	weekly with the Superintendent of Schools on	Sandy Brown-Executive Director		action item, who participated in the	collaboration. Each priority campus has a
	Tuesdays at 2:00 to review progress, action		Tuesdays at 2:00 to review progress, action	campus visit, follow-up from the visit	designated tab documenting campus visit
	steps, milestones and student achievement		steps, milestones and student achievement data		
	data for each campus.		for each campus.	collaborative, collective place to capture	action item, participants, follow-up
				progress, milestones and action steps	actions, and supporting artifacts. This
				for each priority campus.	centralized workbook serves as a living
					document that captures real-time
					progress, milestones, and next steps.
					District leadership teams review updates
					during scheduled zone meetings and
					targeted improvement check-ins to
					monitor implementation fidelity, provide
					feedback, and identify systemwide
					patterns and needs. This structure
					ensures consistent communication,
					shared accountability, and data-driven
					decision-making across all priority
					campuses.

- Has the district identified all resources needed to implement the SI strategy?

  -The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)

  -Each cost described includes the source of funds.

Question	List or copy and paste all SI - identified campuses below	Please share the required costs to implement plan and source of funds	If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?
Additional Instructions	List all SI campuses in the district		
	Alexander	School Improvement Curriclum and Instruction Support Grant and the PREP Grants	If the grant is not received, we will continue to select a SBOE HQIM and will use existing staff to support implementation and capacity building. Instructional Materials Alottment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initatives and will continue to use those funds and existing staff to support the initative but at a lower teacher to central office support ratio.
	Cross Oaks	School Improvement Curriclum and Instruction Support Grant and the PREP Grants	If the grant is not received, we will continue to select a SBOE HQIM and will use existing staff to support implementation and capacity building. Instructional Materials Alottment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initatives and will continue to use those funds and existing staff to support the initative but at a lower teacher to central office support ratio.
	Martinez	School Improvement Curriclum and Instruction Support Grant and the PREP Grants	If the grant is not received, we will continue to select a SBOE HQIM and will use existing staff to support implementation and capacity building. Instructional Materials Alottment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initatives and will continue to use those funds and existing staff to support the initative but at a lower teacher to central office support ratio.
Answer(s)	Paloma Creek	School Improvement Curriclum and Instruction Support Grant and the PREP Grants	If the grant is not received, we will continue to select a SBOE HQIM and will use existing staff to support implementation and capacity building. Instructional Materials Alottment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initatives and will continue to use those funds and existing staff to support the initative but at a lower teacher to central office support ratio.

Providence	School Improvement Curriclum and Instruction	If the grant is not received, we will continue to select a SBOE
	Support Grant and the PREP Grants	HQIM and will use existing staff to support implementation
		and capacity building. Instructional Materials Alottment (IMA)
		funds will be used for the purchase of the HQIM resources.
		Denton ISD is currently funding PREP grant initatives and will
		continue to use those funds and existing staff to support the
		initative but at a lower teacher to central office support ratio.
Rivera		If the grant is not received, we will continue to select a SBOE
	Support Grant and the PREP Grants	HQIM and will use existing staff to support implementation
		and capacity building. Instructional Materials Alottment (IMA)
		funds will be used for the purchase of the HQIM resources.
		Denton ISD is currently funding PREP grant initatives and will
		continue to use those funds and existing staff to support the
		initative but at a lower teacher to central office support ratio.
Ginnings at Evers		If the grant is not received, we will continue to select a SBOE
	Support Grant and the PREP Grants	HQIM and will use existing staff to support implementation
		and capacity building. Instructional Materials Alottment (IMA)
		funds will be used for the purchase of the HQIM resources.
		Denton ISD is currently funding PREP grant initatives and will
		continue to use those funds and existing staff to support the
		initative but at a lower teacher to central office support ratio.

Question	List or copy and paste all SI - identified campuses below	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.
Additional Instructions	List all SI campuses in the district	
Answer(s)	Alexander Cross Oaks Martinez Paloma Creek Providence	
	Rivera Ginnings at Evers	