

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				
Alexander Elementary	61901104	Robin Brownell	rbrownell@dentonisd.org	Area Superintendent-DCSI
Cross Oaks Elementary	61901125	Robin Brownell	rbrownell@dentonisd.org	Area Superintendent-DCSI
Paloma Creek Elementary	61901120	Luci Schulz	lschulz@dentonisd.org	Area Superintendent-DCSI
Martinez 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

Criteria for Success							
<p>Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?</p> <p>-The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement 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 targeted improvement plan.</p> <p>-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.</p> <p>-The board conducted a hearing regarding the plans for each campus identified for school improvement.</p> <p>-The board posted the plan on the district website prior to the hearing.</p> <p>-The plan is approved by the board.</p> <p>-Written comments from stakeholders, if any, are attached.</p>							
ASSURANCES ARE THE SAME FOR BOTH TIP/TAP							
Question	List or copy and paste all SI - identified campuses below	I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership 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 (CIT) 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.	I assure 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 expected by the agency, and the intervention measures or sanctions 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 optional 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
Answer(s)	Alexander Elementary	ESF Diagnostic and Local Classroom Review		A public meeting for Alexander Elementary was held on 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, 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 Schools Framework, and provided input for the development 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 for a ThoughtExchange for written feedback. The compiled 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 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 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 Elementary 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-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 Schools Framework, and provided input for the development 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 for a ThoughtExchange for written feedback. The compiled 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 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 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 Elementary Targeted Improvement Plan on November 11, 2025.
	Paloma Creek Elementary	ESF Diagnostic and Local Classroom Review		A public meeting for Paloma 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-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 Schools Framework, and provided input for the development 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 for a ThoughtExchange for written feedback. The compiled artifact of stakeholder feedback is attached to this documentation for reference.	A public meeting for Paloma Creek Elementary 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 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 Elementary Targeted Improvement Plan on November 11, 2025.
	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-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 Schools Framework, and provided input for the development 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 for a ThoughtExchange for written feedback. The compiled artifact of stakeholder feedback is attached to this documentation for reference.	A public meeting for Martinez Elementary was held on October 21, 2025, at 5:00 p.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 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 Elementary Targeted Improvement Plan on November 11, 2025.

	Rivera Elementary	TAPS Review: TBD					The Board of Trustees approved the Martinez Elementary Targeted Improvement Plan on November 11, 2025.
	Ginnings at Evers Elementary	ESF Diagnostic and Local Classroom Review		A public meeting for Evers Elementary was held on October 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 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 Targeted Improvement Plan (TIP). The opportunity for feedback was provided to all stakeholders but no verbal feedback was offered. A QR code was provided for a ThoughtExchange for written feedback. The compiled artifact of stakeholder feedback is attached to this documentation for reference.	A public meeting for Evers Elementary was held on October 17, 2025, at 6:30 p.m. in the campus 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.	After the hearing and review process, the Board of Trustees approved the Evers Elementary Turnaround Plan on November 11, 2025.
	Providence Elementary	ESF Diagnostic and Local Classroom Review		A public meeting for Providence Elementary was held on 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, 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 Schools Framework, and provided input for the development 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 for a ThoughtExchange for written feedback. The compiled artifact of stakeholder feedback is attached to this documentation for reference.	A public meeting for Evers Elementary was held on October 17, 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. 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.	After the hearing and review process, the Board of Trustees approved the Martinez Elementary Targeted Improvement Plan on November 11, 2025.

Criteria for Success								
<p>Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?</p> <p>-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.</p> <p>-There is appropriate support dedicated to strategy implementation and capacity building:</p> <p>-*There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR</p> <p>-*If district or campus staff members are named as the capacity builder, there is evidence that these staff members:</p> <p>-Have a track record of success in school turnaround</p> <p>-At least 50% of their role 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)</p>								
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 Closure/reassign Improve Graduation Rate 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), ESF- focus Support Grant 24-26, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Our school system does not intend to apply for a grant to support this strategy. Other (must enter grant into text box)	LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Planning (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school 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 (column F on 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 to rebuild all of Ginnings Elementary. This decision represented a significant investment by the community in ensuring that every student learns in a modern, equitable, and safe environment aligned with 21st-century learning needs. The rebuild project was part of a larger districtwide facilities plan to modernize campuses, address aging infrastructure, and support long-term student growth. As a result of the bond's passage, Ginnings Elementary officially closed in May 2025 to allow for the complete reconstruction of the campus. The reason for the closure was due to the inability to rebuild onsite while simultaneously having students attend school. A comprehensive rezoning process was conducted in collaboration with district leadership, campus principals, and community stakeholders to ensure a smooth transition for all students. The majority of Ginnings students were rezoned to Evers, Hodge, and Shultz Elementary Schools, with smaller groups attending Newton Rayzor and Reeves Elementary Schools based on geographic proximity, campus academic performance, and school programs of choice. Each receiving campus developed individualized transition and support plans to maintain academic continuity, ensure social-emotional stability, and integrate students and families into their new school communities. The identified school improvement strategy under the Texas Education Agency (TEA) Turnaround Plan is closure, with the understanding that the new Ginnings campus will reopen as a reconstituted school following completion of construction. Teachers and staff from Ginnings were provided opportunities to continue employment across the district, based on their areas of certification, experience, and preference. Many joined instructional teams at their newly zoned campuses, while others filled districtwide vacancies, ensuring the retention of high-quality educators and preserving institutional knowledge. Throughout this transition, Denton ISD maintained a focus on supporting students, families, and staff through transparent communication, community meetings, and counseling supports. The district's leadership team, in partnership with the Board of Trustees, Region 11 ESC monitored the transition of Ginnings students to the higher performing campuses. The closure and rebuild of Ginnings reflect a long-term commitment to providing equitable, future-ready learning environments for all students and a strategic reset to ensure sustained academic improvement upon reopening.	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	Robin Brownell (Area Superintendent), Sandy Brown (Executive Director of Teaching and Learning), Olivia Monahan (District Appointed Instructional Coach), Lacey Rainey (Asst Superintendent), Jose Robles (Bilingual Specialist), Debbie Jimenez (Bilingual/ESL Support)	Olivia Monahan 85% Instructional Coach: Planning, modeling, coaching cycles Jose Robles 30% Instructional Coach: Planning, modeling, coaching cycles Debbie Jimenez 75% K-5 Bilingual Literacy Support 25% Bilingual instructional support Robin Brownell, Area Superintendent, 10% Lacey Rainey, Asst. Superintendent, 10%	J. Robles- 2 years of experience (mostly 4th and 5th Bilingual at Rovers) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning

Alexander	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 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 (SBOE) High-Quality Instructional Materials (HQIM) for both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HQIM 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 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 groups.	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	Robin Brownell (Area Superintendent), Sandy Brown (Executive Director of Teaching and Learning), Heather Eby (Science Coordinator), Katy Watkins (District Appointed Instructional Coach), Lacey Rainey (Asst Superintendent), Margarita Ramos-Rivera (Bilingual/ESL Support), Marcia Kellum (Reading Recovery Coordinator), Veronica Alderman (Reading Recovery), Jose Robles (Bilingual Specialist), Dina Wuenschel (DLL)	Heather Eby: 30% Planning and Modeling; Walking Classrooms Katy Watkins: 85% Instructional Coach: Planning, modeling, coaching cycles Jose Robles: 30% Bilingual Instructional Coach: Planning, modeling, coaching cycles Veronica Alderman: 95% K-2 Literacy Support Dina Wuenschel: 60% K-2 Spanish Literacy Support 35% Spanish Dyslexia Support Margarita Ramos-Rivera: 75% K-5 Bilingual Literacy Support 25% Bilingual Instructional support Marcia Kellum: 60% K-2 Literacy Support Area Superintendent, 10% Superintendent, 10% Robin Brownell, Lacey Rainey, Asst.	J. Robles- 2 years of experience (mostly 4th and 5th Bilingual at Riveria) Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning Margarita- In 1st year Heather- 1 year experience 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 Oaks	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 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 (SBOE) High-Quality Instructional Materials (HQIM) for both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HQIM 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 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 groups.	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	Robin Brownell (Area Superintendent), Sandy Brown (Executive Director of Teaching and Learning), Danielle Fletcher (District Appointed Instructional Coach), Lacey Rainey (Asst Superintendent), Cynthia Soto (Bilingual/ESL Support), Jackie Knight (Bilingual/ESL Support)	Danielle Fletcher: 50% Instructional Coach: Planning, modeling, coaching cycles Cynthia Soto: 30% Instructional Coach: K-3 Bilingual Planning, modeling, coaching cycles Jackie Knight: 80% Emergent Bilingual Literacy support Robin Brownell, Area Superintendent, 10% Lacey Rainey, Asst. Superintendent, 10%	Cynthia- In 1st year Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning Jackie- In 1st year

Answer(s)	Martinez	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 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 (SBOE) High-Quality Instructional Materials (HQIM) for both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HQIM 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 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 groups.	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	Robin Brownell (Area Superintendent), Sandy Brown (Executive Director of Teaching and Learning), Heather Eby (Science Coordinator), Beth Avery (PD Specialist), Sarah Roberts (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent), Moriah Fontaine (Reading Recovery), Jorge Ordonez (Bilingual/ESL Support)	Beth Avery 25% Planning and Modeling Moriah Fontaine 95% K-2 literacy support Nicole Springer 85% K-2 Literacy Support Jessica Boerner 95% K-2 Literacy Support Sarah Roberts 85% Instructional Coach: planning, modeling, coaching cycles Jorge Ordonez 40% Emergent Bilingual literacy and instructional support Heather Eby 10% Science support Superintendent, 10% Robin Brownell, Area Lacey Rainey, Asst. Superintendent, 10%	Beth- 1 year experience Provided Professional Development Helped build teacher capacity Supported collaborative team planning Helped build the capacity of the instructional coach Data analysis and instructional planning Jorge- In 1st year Heather- 1 year experience Provided Professional Development Helped build teacher capacity Supported collaborative team planning 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 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 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 (SBOE) High-Quality Instructional Materials (HQIM) for both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HQIM 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 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 groups.	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	Luci Schulz (Area Superintendent), Sandy Brown (Executive Director of Teaching and Learning), Katie Payne (Reading Language Arts Coordinator), Jennifer Davis (Math Coordinator), Beth Avery (PD Specialist), Sheena Andrews (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent)	Jennifer Davis 20% Math Planning, Classrooms Visits Sheena Andrews 85% Instructional Coach: Planning, modeling, coaching cycles Svetlana Pantytr 20% Emergent Bilingual literacy and instructional support	Jennifer- 2 years of experience- Rivera (2024-2025), 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 Data analysis and instructional planning Svetlana- In 1st year

Providence	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 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 (SBOE) High-Quality Instructional Materials (HQIM) for both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HQIM 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 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 groups.	The district has been 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	Luci Schulz (Area Superintendent), Sandy Brown (Executive Director of Teaching and Learning), Jennifer Davis (Math Coordinator), Katie Payne (Reading Language Arts Coordinator), and Britany Moore (District Appointed Instructional Coach) Lacey Rainey (Asst Superintendent)	Jennifer Davis 20% Math Planning, Classrooms Visits Randi Walker 95% K-2 Literacy Support Rachel Aue 95% K-2 Literacy Support Jenna 40% Emergent Bilingual literacy and instructional support	Katie- 1 year experience Provided Professional Development 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 Helped build teacher capacity Supported collaborative team planning Modeled and Co-taught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning
Rivers	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 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 (SBOE) High-Quality Instructional Materials (HQIM) for both Mathematics and English Language Arts (ELA). The district will participate in the SBOE HQIM 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 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 groups.	The district has been 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	Luci Schulz (Area Superintendent), Sandy Brown (Executive Director of Teaching and Learning), 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 Jimenez (Bilingual Support)	Danielle Fletcher 50% Instructional Coach: Planning, modeling, coaching cycles Katie Payne 10% Planning, Classroom Visits; PLC Support Stephanie 75% K-5 Bilingual Literacy Support 25% Bilingual instructional support	Katie- 1 year experience Provided Professional Development 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 Helped build teacher capacity Supported collaborative team planning Modeled and Co-taught with classroom teachers Helped build the capacity of the instructional coach Data analysis and instructional planning Danielle Fletcher- 1 year experience Planning, modeling, coaching cycles

Overall	All stakeholders including teachers, administrators, and teaching and learning staff will evaluate all HCM resources and provide input and feedback on the resources through PFM Grades. The board will approve the selected resources in summer 2026 and identify necessary staff and capacity building will begin for teachers in summer 2026.	SDC approved HCM	2024-2027 school year	FLA Minimum Instructional Minutes: K-145, 1st-145, 2nd-153, 3rd-153, 4th-150-120 Math Minimum Instructional Minutes: K-1st-60, 2nd-70, 3rd-80-90, 4th-70	master schedules link	174 days (2024-25 180 days, 2026-27 projected 175 days)	Please see the attached Denton ISD Elementary Assessment Calendar ISD Assessment Calendar	The district established clear expectations for Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet or exceed the explicit expectations outlined in the Playbook.	At Rivera, we designed our PLC and PLT structures to create a consistent, data-driven system that supports both planning and responsive instruction. Based on our 2023-2024 student performance data, it became clear that teachers needed more frequent and intentional collaboration to analyze student needs, adjust instruction, and ensure alignment across grade levels. This led us to implement weekly PLCs and structure PLCs more purposefully around student outcomes. PLCs are held once every two weeks and are divided into two focused sessions: planning in the morning and data-driven action in the afternoon. During the morning session, teams collaboratively plan for the next 15 instructional days by following a structured process. They begin by identifying the standards to be taught and then jointly determine what mastery looks like. Next, teams prioritize the standards, create a common formative assessment (CFA), and then pace and design the upcoming unit of instruction. In the afternoon, the focus shifts to acting on student data. During this time, teachers analyze Tier 2 data to evaluate the effectiveness of interventions, adjust student grouping, and determine next steps to support student success.	According to the Denton ISD Performance Playbook, the Professional Learning Communities (PLCs) are required to meet weekly, ensuring consistent collaboration and alignment across grade levels. These occur every Tuesday for reading and every Thursday for math. During PLCs, teams review Tier 1 data from core instruction, reflect on student performance, and make immediate adjustments to teaching practices. A key focus of PLCs is internalizing and rehearsing instructional strategies to ensure that the first teach in the best teach, ensuring high-quality instruction from the start. To support consistency and follow-through, administrative responsibilities for facilitating these meetings are divided among the leadership team. Together, this structure allows us to plan intentionally, act on data purposefully, and continuously refine instruction to meet the needs of all learners.	PLCs are facilitated by campus administrators and instructional coaches, and teachers are encouraged to take ownership in leading PLCs. PLCs are structured to meet weekly, ensuring consistent collaboration and alignment across grade levels. These occur every Tuesday for reading and every Thursday for math. During PLCs, teams review Tier 1 data from core instruction, reflect on student performance, and make immediate adjustments to teaching practices. A key focus of PLCs is internalizing and rehearsing instructional strategies to ensure that the first teach in the best teach, ensuring high-quality instruction from the start. To support consistency and follow-through, administrative responsibilities for facilitating these meetings are divided among the leadership team. Together, this structure allows us to plan intentionally, act on data purposefully, and continuously refine instruction to meet the needs of all learners.	All grade-level teachers are required to attend PLCs along with designated support staff who play a critical role in ensuring student progress. At the beginning of the year, each grade level is assigned a support grade level team happens through a 20-minute, grade-level meeting. This meeting includes a review of the team needs, a discussion of the team's progress, and a discussion of the team's needs. During PLCs, support staff check in with grade-level teams, ensure the needs of our campus, As the year progresses, it became clear that our protocol needed refinement. One of our district coordinators shared PLC protocols from two other campuses, providing us with additional examples to consider. We used these examples to inform our thinking about what an effective protocol should include. During our back-to-school professional development, we shared the protocols with staff and actively solicited their feedback. Incorporating this feedback, we created the PLC protocol that is now in use this school year. This protocol guides our PLC and PLTs by providing a consistent structure for team discussions, ensuring the planning, data analysis, and instructional decisions are deliberate, collaborative, and aligned with student needs. It reflects a cycle of continuous improvement, combining proven practices with the insights and expertise of our staff.	In the 2023-2024 school year, our campus launched a formal PLC protocol, and as a result, conversations and planning sometimes lacked consistency. Recognizing the need for a structured approach, at the start of the 2024-2025 school year, we implemented a PLC protocol. We began by adapting a protocol from Leverage Leadership and "NewSchool" it fit the unique needs of our campus. As the year progressed, it became clear that our protocol needed refinement. One of our district coordinators shared PLC protocols from two other campuses, providing us with additional examples to consider. We used these examples to inform our thinking about what an effective protocol should include. During our back-to-school professional development, we shared the protocols with staff and actively solicited their feedback. Incorporating this feedback, we created the PLC protocol that is now in use this school year. This protocol guides our PLC and PLTs by providing a consistent structure for team discussions, ensuring the planning, data analysis, and instructional decisions are deliberate, collaborative, and aligned with student needs. It reflects a cycle of continuous improvement, combining proven practices with the insights and expertise of our staff.
Cummings at Rivera	All stakeholders including teachers, administrators, and teaching and learning staff will evaluate all HCM resources and provide input and feedback on the resources through PFM Grades. The board will approve the selected resources in summer 2026 and identify necessary staff and capacity building will begin for teachers in summer 2026.	SDC approved HCM	2024-2027 school year	FLA Minimum Instructional Minutes: K-145, 1st-145, 2nd-153, 3rd-153, 4th-150-120 Math Minimum Instructional Minutes: K-1st-60, 2nd-70, 3rd-80-90, 4th-70	master schedules link	174 days (2024-25 180 days, 2026-27 projected 175 days)	Please see the attached Denton ISD Elementary Assessment Calendar ISD Assessment Calendar	The district established clear expectations for Professional Learning Communities (PLCs) in the Performance Playbook. Each campus has implemented PLC structures that not only meet or exceed the explicit expectations outlined in the Playbook.	We intentionally built a weekly PLT time into the master schedule by providing time for instructional coaches to facilitate meetings on campus. This structure allows us to ensure alignment and support for all learners. Each grade-level team has a designated PLC time, and we plan to implement the structure for our PLC time. During PLCs, teams review Tier 1 practices through targeted small group conversations. The support grade level team happens through a 20-minute, grade-level meeting. This meeting includes a review of the team needs, a discussion of the team's progress, and a discussion of the team's needs. During PLCs, support staff check in with grade-level teams, ensure the needs of our campus, As the year progresses, it became clear that our protocol needed refinement. One of our district coordinators shared PLC protocols from two other campuses, providing us with additional examples to consider. 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During PLCs, teams review Tier 1 data from core instruction, reflect on student performance, and make immediate adjustments to teaching practices. A key focus of PLCs is internalizing and rehearsing instructional strategies to ensure that the first teach in the best teach, ensuring high-quality instruction from the start. To support consistency and follow-through, administrative responsibilities for facilitating these meetings are divided among the leadership team. Together, this structure allows us to plan intentionally, act on data purposefully, and continuously refine instruction to meet the needs of all learners.	PLCs are facilitated by campus administrators and instructional coaches, and teachers are encouraged to take ownership in leading PLCs. PLCs are structured to meet weekly, ensuring consistent collaboration and alignment across grade levels. These occur every Tuesday for reading and every Thursday for math. During PLCs, teams review Tier 1 data from core instruction, reflect on student performance, and make immediate adjustments to teaching practices. A key focus of PLCs is internalizing and rehearsing instructional strategies to ensure that the first teach in the best teach, ensuring high-quality instruction from the start. To support consistency and follow-through, administrative responsibilities for facilitating these meetings are divided among the leadership team. Together, this structure allows us to plan intentionally, act on data purposefully, and continuously refine instruction to meet the needs of all learners.	Each member of the grade-level team is required to attend PLCs along with designated support staff who play a critical role in ensuring student progress. At the beginning of the year, each grade level is assigned a support grade level team happens through a 20-minute, grade-level meeting. This meeting includes a review of the team needs, a discussion of the team's progress, and a discussion of the team's needs. During PLCs, support staff check in with grade-level teams, ensure the needs of our campus, As the year progresses, it became clear that our protocol needed refinement. One of our district coordinators shared PLC protocols from two other campuses, providing us with additional examples to consider. We used these examples to inform our thinking about what an effective protocol should include. During our back-to-school professional development, we shared the protocols with staff and actively solicited their feedback. Incorporating this feedback, we created the PLC protocol that is now in use this school year. This protocol guides our PLC and PLTs by providing a consistent structure for team discussions, ensuring the planning, data analysis, and instructional decisions are deliberate, collaborative, and aligned with student needs. It reflects a cycle of continuous improvement, combining proven practices with the insights and expertise of our staff.	In the 2023-2024 school year, our campus launched a formal PLC protocol, and as a result, conversations and planning sometimes lacked consistency. Recognizing the need for a structured approach, at the start of the 2024-2025 school year, we implemented a PLC protocol. We began by adapting a protocol from Leverage Leadership and "NewSchool" it fit the unique needs of our campus. As the year progressed, it became clear that our protocol needed refinement. One of our district coordinators shared PLC protocols from two other campuses, providing us with additional examples to consider. We used these examples to inform our thinking about what an effective protocol should include. During our back-to-school professional development, we shared the protocols with staff and actively solicited their feedback. Incorporating this feedback, we created the PLC protocol that is now in use this school year. This protocol guides our PLC and PLTs by providing a consistent structure for team discussions, ensuring the planning, data analysis, and instructional decisions are deliberate, collaborative, and aligned with student needs. It reflects a cycle of continuous improvement, combining proven practices with the insights and expertise of our staff.

Criteria for Success					
<p>Does the plan ensure that students are assigned to a higher performing campus?</p> <ul style="list-style-type: none">-All students from the closing campus are assigned to a campus with an acceptable (C or better) performance rating.-All receiving campuses will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).-All receiving campuses have a capacity building plan that includes upfront training and ongoing coaching for campus leaders and teachers.-The capacity building/professional development (PD) plan for all receiving campuses matches the state of talent at each receiving campus after the reassignment of staff is complete.-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 uncertified teachers.-There is a plan to differentiate and/or increase support for students in special populations that is aligned with the student population at the campus. <p>Teachers and administrators receive capacity building support related to supporting students in special populations that is aligned with the student population at the campus.</p>					
CAMPUS SYSTEM INFO - CLOSURE/REASSIGNMENT FILLS OUT THEIR OWN SURVEY (ON DARK PURPLE TABS ONLY)					
Question	Please select the closing 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			
Answer(s)	Evans Park Elementary	61901112	Robin Brownell	rbrownell@dentonisd.org	226
	Shultz Elementary	61901109	Luci Schultz	lschultz@dentonisd.org	80
	Hodges Elementary	61901108	Luci Schultz	lschultz@dentonisd.org	49
	Renees	61901132	Robin Brownell	rbrownell@dentonisd.org	30
	Newton Rayzor	61901107	Robin Brownell	rbrownell@dentonisd.org	15

Criteria for Success							
<p>Does the plan ensure that administrators and teachers receive appropriate job-embedded training?</p> <ul style="list-style-type: none"> -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 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 COMPLETE IF YOU CHOSE INTENSIVE C&I SUPPORTS AS A SCHOOL IMPROVEMENT STRATEGY OR NAMED DISTRICT STAFF AS BUILDING CAPACITY OR SUPPORTING STRATEGY IMPLEMENTATION ON THE SI STRATEGY 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 manager -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 bi-monthly 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.	Campus leadership is evaluated weekly by Area Superintendents, Asst Superintendent, or Superintendent 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 leadership, observable evidence of use of district resources, evidence of backwards planning, is quality tier 1 evident, what evidence is present of routine progress monitoring, etc.). Look fors: RBIS for both ELA and Math, Learning targets and Learning labs to determine level of rigor for both whole and small group. The Denton ISD Performance Playbook	Coaching feedback-monthly. Walk throughs to monitor RBIS and universal instructional practices-twice 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 bi-monthly 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.	Campus leadership is evaluated weekly by Area Superintendents, Asst Superintendent, or Superintendent 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 leadership, observable evidence of use of district resources, evidence of backwards planning, is quality tier 1 evident, what evidence is present of routine progress monitoring, etc.). Look fors: RBIS for both ELA and Math, Learning targets and Learning labs to determine level of rigor for both whole and small group. The Denton ISD Performance Playbook	Coaching feedback-monthly. Walk throughs to monitor RBIS and universal instructional practices-twice monthly at minimum. All 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 specialists, reading/math interventionists, GT specialists and dyslexia therapists at a minimum of once per month.
	Cross Oaks		Capacity Building plan by campus	All new administrators are required to attend the monthly New Administrator Cadre sessions in addition to the bi-monthly 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.	Campus leadership is evaluated weekly by Area Superintendents, Asst Superintendent, or Superintendent 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 leadership, observable evidence of use of district resources, evidence of backwards planning, is quality tier 1 evident, what evidence is present of routine progress monitoring, etc.). Look fors: RBIS for both ELA and Math, Learning targets and Learning labs to determine level of rigor for both whole and small group. The Denton ISD Performance Playbook	Coaching feedback-monthly. Walk throughs to monitor RBIS and universal instructional practices-twice 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.

Answer(s)	Providence		Capacity Building plan by campus	<p>All new administrators are required to attend the monthly New Administrator Cadre sessions in addition to the bi-monthly 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.</p>	<p>Campus leadership is evaluated weekly by Area Superintendents, Asst Superintendent, or Superintendent 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 leadership, observable evidence of use of district resources, evidence of backwards planning, is quality tier 1 evident, what evidence is present of routine progress monitoring, etc.). Look fors: RBIS for both ELA and Math, Learning targets and Learning labs to determine level of rigor for both whole and small group. The Denton ISD Performance Playbook</p>	<p>Coaching feedback-monthly. Walk throughs to monitor RBIS and universal instructional practices-twice monthly at minimum</p>	<p>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. The campus also has their special education staff and EXPO teacher attend campus "Name and Need" meetings to monitor student progress.</p>
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	Martinez		Capacity Building plan by campus	<p>All new administrators are required to attend the monthly New Administrator Cadre sessions in addition to the bi-monthly 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.</p>	<p>Campus leadership is evaluated weekly by Area Superintendents, Asst Superintendent, or Superintendent 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 leadership, observable evidence of use of district resources, evidence of backwards planning, is quality tier 1 evident, what evidence is present of routine progress monitoring, etc.). Look fors: RBIS for both ELA and Math, Learning targets and Learning labs to determine level of rigor for both whole and small group. The Denton ISD Performance Playbook</p>	<p>Coaching feedback-monthly. Walk throughs to monitor RBIS and universal instructional practices-twice monthly at minimum</p>	<p>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.</p>
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	Rivera		Capacity Building plan by campus	<p>All new administrators are required to attend the monthly New Administrator Cadre sessions in addition to the bi-monthly 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.</p>	<p>Campus leadership is evaluated weekly by Area Superintendents, Asst Superintendent, or Superintendent 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 leadership, observable evidence of use of district resources, evidence of backwards planning, is quality tier 1 evident, what evidence is present of routine progress monitoring, etc.). Look fors: RBIS for both ELA and Math, Learning targets and Learning labs to determine level of rigor for both whole and small group. The Denton ISD Performance Playbook</p>	<p>Coaching feedback-monthly. Walk throughs to monitor RBIS and universal instructional practices-twice monthly at minimum</p>	<p>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. The campus also has their special education staff and EXPO teacher attend campus "Name and Need" meetings to monitor student progress.</p>
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	Ginnings at Evers		Capacity Building plan by campus	<p>All new administrators are required to attend the monthly New Administrator Cadre sessions in addition to the bi-monthly 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.</p>	<p>Campus leadership is evaluated weekly by Area Superintendents, Asst Superintendent, or Superintendent 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 leadership, observable evidence of use of district resources, evidence of backwards planning, is quality tier 1 evident, what evidence is present of routine progress monitoring, etc.). Look fors: RBIS for both ELA and Math, Learning targets and Learning labs to determine level of rigor for both whole and small group. The Denton ISD Performance Playbook</p>	<p>Coaching feedback-monthly. Walk throughs to monitor RBIS and universal instructional practices-twice monthly at minimum</p>	<p>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. The campus also has their special education staff and EXPO teacher attend campus "Name and Need" meetings to monitor student progress.</p>
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Criteria for Success		
<p>How will the strategy be implemented?</p> <p>-Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.</p> <p>-Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.</p> <p>-Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.</p>		
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	
Answer(s)	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
	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

Criteria for Success						
<p>Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?</p> <p>-There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.</p> <p>-The response describes:</p> <ul style="list-style-type: none"> +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.	An internal district workbook has been created with each priority 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.	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 campuses.
	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.	An internal district workbook has been created with each priority 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.	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 campuses.

Answer(s)	Martinez	<u>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.</u>	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.	An internal district workbook has been created with each priority 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.	<u>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 campuses.</u>
	Paloma Creek	<u>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.</u>	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.	An internal district workbook has been created with each priority 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.	<u>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 campuses.</u>
	Providence	<u>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.</u>	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.	An internal district workbook has been created with each priority 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.	<u>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 campuses.</u>

Rivera	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.	An internal district workbook has been created with each priority 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.	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 campuses.
Ginnings at Evers	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.	An internal district workbook has been created with each priority 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.	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 campuses.

Criteria for Success			
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		
Answer(s)	Alexander	School Improvement Curriculum 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 Allotment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initiatives and will continue to use those funds and existing staff to support the initiative but at a lower teacher to central office support ratio.
	Cross Oaks	School Improvement Curriculum 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 Allotment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initiatives and will continue to use those funds and existing staff to support the initiative but at a lower teacher to central office support ratio.
	Martinez	School Improvement Curriculum 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 Allotment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initiatives and will continue to use those funds and existing staff to support the initiative but at a lower teacher to central office support ratio.
	Paloma Creek	School Improvement Curriculum 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 Allotment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initiatives and will continue to use those funds and existing staff to support the initiative but at a lower teacher to central office support ratio.

	Providence	School Improvement Curriculum 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 Allotment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initiatives and will continue to use those funds and existing staff to support the initiative but at a lower teacher to central office support ratio.
	Rivera	School Improvement Curriculum 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 Allotment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initiatives and will continue to use those funds and existing staff to support the initiative but at a lower teacher to central office support ratio.
	Ginnings at Evers	School Improvement Curriculum 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 Allotment (IMA) funds will be used for the purchase of the HQIM resources. Denton ISD is currently funding PREP grant initiatives and will continue to use those funds and existing staff to support the initiative 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	