

Coppell Independent School District
Denton Creek Elementary
2025-2026 Campus Improvement Plan



Mission Statement

Denton Creek values and respects differences as learners take risks, think critically, explore strengths and passions while preparing for a diverse and challenging world.

Value Statement

CISD Core Values

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Denton Creek Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. Denton Creek serves a majority Asian student population in grades EC-5. In the 2024-25 school year, total enrollment was 497 which represents a decrease of -16.7% since 2020-21 (597 learners).

In 2024-25, the student population was 42.7% Asian, 17.1% White, 30.8% Hispanic, 5.6% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.6% multi-racial. Females made up 47.1% of the learners and males represented 52.9%. Our economically disadvantaged percentage was 14.5%.

Our Emergent Bilingual (EB) population consisted of 120 learners that made up 24.1% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (56.7%), Telugu (11.7%), Mandarin (Chinese) (5%), Tamil (2.5%), and Hindi (2.5%). Additionally, 28.3% of our EBs were also economically disadvantaged.

Our 50 gifted and talented learners constituted 10.1% of our population. Our gender split in the GT group was 50% female and 50% male. Of the four major ethnic groups, our GT learners were 48% Asian, 22% White, 28% Hispanic and 0% African American.

We had 102 learners that qualified for special education services, which represented 20.5% of our population. There were 14 learners with 504 accommodations, which was 2.8% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.43%, which increased by 0.8% from the prior year.

STAFFING

DEMOGRAPHICS
<p>Denton Creek employed 39 educators and 14 instructional aides in the 2024-25 school year. The number of teachers decreased by 2 from the prior year while the number of aides increased by 1. The ethnic breakdown for the teaching staff was 5.1% Asian, 56.4% White, 35.9% Hispanic, and 2.6% multi-racial. Females made up 97.4% of the educators and males represented 2.6%.</p>
<p>Overall, our educators had a varying level of professional experience: 12.8% (5) were new to teaching with 0-1 years of experience, 36% (14) had 2-5 years, 17.9% (7) had 6-10 years, 17.9% (7) had 11-15 years, 7.7% (3) had 16-20 years, and 7.7% (3) had more than 20 years. Looking at longevity within the district, 35.9% of our teachers had 0-1 years in district, 35.9% had 2-5 years, 10.3% had 6-10 years, 10.3% had 11-15 years, 2.5% had 16-20 years and 5.1% had more than 20 years. The average years of professional experience was 8.6 with 4.9 years in the district.</p>
<p>Advanced degrees were held by 30.7% of our teachers: 12 with master’s degrees. Our campus principal had 18 years of career experience in a professional position (not necessarily as a principal) and 1 years in Coppell. Our assistant principal had an average of 12 years of professional experience and 12 years in the district.</p>
<p>Our educator retention rate from 2023-24 to 2024-25 was 84.2%. For educational aides it was 71.4%. We hired 6 new teachers in 2024-25. The characteristics of our new teachers were as follows: 33.33% White, 66.7% Hispanic, 100% female, 50% new to teaching, 16.7% with 2-5 years of professional experience, 33.3% with 11-15 years, and 15.4% new to the campus. The average years of professional experience was 5.7 with 1.8 years in the district. 0% of our new teachers had advanced degrees.</p>

Demographics Strengths

- *Bilingual program delivered in a Dual Language Model
- *Diversity of the campus
- *Culturally responsive campus
- *Denton Creek consistently attracts educators with prior teaching experience
- *27.5% of our educators hold advanced degrees

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to establish and maintain strong, positive relationships with all stakeholders.

Root Cause: Barriers exist in merging two campuses and ensuring that all stakeholders feel valued and welcomed.

Problem Statement 2 (Prioritized): There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Professional Learning Communities (PLCs) to ensure we are meeting the wide variety of needs within specific learner populations.

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

Problem Statement 3 (Prioritized): There is a need to enhance communication and engagement with families, especially those who come from diverse backgrounds.

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

Student Learning

Student Learning Summary

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click [HERE](#) for an explanation if needed.

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Denton Creek Elementary					
Total Students	36	27	19	26	18
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	3.70%	57.89%	46.15%	38.89%
1 Level Higher	0%	66.67%	15.79%	30.77%	38.89%
2 Levels Higher	0%	22.22%	0%	7.69%	5.56%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.58	2.92	2.15	2.6	3.01
No Rating	0%	0%	0%	0%	0%
Beginning	19.44%	7.41%	10.53%	7.69%	0%
Intermediate	25%	22.22%	57.89%	42.31%	11.11%
Advanced	36.11%	25.93%	31.58%	26.92%	55.56%
Advanced High	19.44%	44.44%	0%	23.08%	33.33%
Listening Raw Score	0	0	17.47	20.15	20.39
Listening Scale Score	0	0	1584.58	1634.08	1572.33
Speaking Raw Score	0	0	19.37	24.65	26.06
Speaking Scale Score	0	0	1419.95	1513.85	1532.67

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Writing Raw Score	0	0	10.79	14.42	28.39
Writing Scale Score	0	0	1453.16	1459.27	1540.89
Reading Raw Score	0	0	13.47	17.42	23.89
Reading Scale Score	0	0	1473.53	1514.96	1610.56
Economic Disadvantage					
Total Students	5	6	4	4	6
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	0%	25%	25%	33.33%
1 Level Higher	0%	83.33%	25%	25%	50%
2 Levels Higher	0%	16.67%	0%	25%	16.67%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	1.72	3.05	1.53	2.38	2.55
No Rating	0%	0%	0%	0%	0%
Beginning	60%	0%	25%	0%	0%
Intermediate	20%	16.67%	75%	50%	16.67%
Advanced	20%	50%	0%	25%	66.67%
Advanced High	0%	33.33%	0%	25%	16.67%
Listening Raw Score	0	0	10.75	16.25	18
Listening Scale Score	0	0	1481.25	1554.25	1534.33
Speaking Raw Score	0	0	13	25.25	25.83
Speaking Scale Score	0	0	1319.5	1535.75	1530.5
Writing Raw Score	0	0	7.5	14.5	23.67
Writing Scale Score	0	0	1406.75	1457.75	1482
Reading Raw Score	0	0	8.25	13.25	19.17
Reading Scale Score	0	0	1417.5	1458.25	1543.5
Asian					
Total Students	18	10	9	8	7

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	0%	66.67%	25%	14.29%
1 Level Higher	0%	70%	11.11%	50%	42.86%
2 Levels Higher	0%	30%	0%	12.50%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.82	3.37	2.49	3.04	3.29
No Rating	0%	0%	0%	0%	0%
Beginning	11.11%	0%	0%	0%	0%
Intermediate	27.78%	20%	44.44%	25%	14.29%
Advanced	38.89%	10%	55.56%	37.50%	28.57%
Advanced High	22.22%	70%	0%	37.50%	57.14%
Listening Raw Score	0	0	20.67	24.38	21.86
Listening Scale Score	0	0	1635.78	1706.75	1602.43
Speaking Raw Score	0	0	22.56	25.63	25.86
Speaking Scale Score	0	0	1471.11	1522.25	1527.86
Writing Raw Score	0	0	12	18.38	30.86
Writing Scale Score	0	0	1466.89	1524.25	1570
Reading Raw Score	0	0	16	21.88	26.57
Reading Scale Score	0	0	1503	1572.13	1653.14
Black/African American					
Total Students	2	-	-	1	-
Date Taken	03/01/25	-	-	03/01/25	-
Lower/Same Level	0%	-	-	0%	-
1 Level Higher	0%	-	-	100%	-
2 Levels Higher	0%	-	-	0%	-
3 Levels Higher	0%	-	-	0%	-
TELPAS Composite Score	2.9	-	-	3.5	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
No Rating	0%	-	-	0%	-
Beginning	0%	-	-	0%	-
Intermediate	0%	-	-	0%	-
Advanced	100%	-	-	0%	-
Advanced High	0%	-	-	100%	-
Listening Raw Score	0	-	-	27	-
Listening Scale Score	0	-	-	1838	-
Speaking Raw Score	0	-	-	27	-
Speaking Scale Score	0	-	-	1541	-
Writing Raw Score	0	-	-	19	-
Writing Scale Score	0	-	-	1535	-
Reading Raw Score	0	-	-	29	-
Reading Scale Score	0	-	-	1678	-
Hispanic					
Total Students	14	15	7	16	9
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	6.67%	42.86%	62.50%	44.44%
1 Level Higher	0%	60%	28.57%	12.50%	44.44%
2 Levels Higher	0%	20%	0%	6.25%	11.11%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.09	2.62	2.03	2.39	2.79
No Rating	0%	0%	0%	0%	0%
Beginning	35.71%	13.33%	14.29%	12.50%	0%
Intermediate	28.57%	20%	71.43%	50%	11.11%
Advanced	28.57%	40%	14.29%	25%	66.67%
Advanced High	7.14%	26.67%	0%	12.50%	22.22%
Listening Raw Score	0	0	17.14	18.19	19.56

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Scale Score	0	0	1574.14	1594.31	1554.22
Speaking Raw Score	0	0	17.14	24.06	26.78
Speaking Scale Score	0	0	1376.14	1509.69	1543.33
Writing Raw Score	0	0	10.29	12.63	25.22
Writing Scale Score	0	0	1442.71	1430.75	1505.78
Reading Raw Score	0	0	12.57	15.06	21.22
Reading Scale Score	0	0	1461.57	1484.06	1567.89
Two or More Races					
Total Students	1	-	1	-	-
Date Taken	03/01/25	-	03/01/25	-	-
Lower/Same Level	0%	-	0%	-	-
1 Level Higher	0%	-	0%	-	-
2 Levels Higher	0%	-	0%	-	-
3 Levels Higher	0%	-	0%	-	-
TELPAS Composite Score	3.5	-	1.3	-	-
No Rating	0%	-	0%	-	-
Beginning	0%	-	100%	-	-
Intermediate	0%	-	0%	-	-
Advanced	0%	-	0%	-	-
Advanced High	100%	-	0%	-	-
Listening Raw Score	0	-	7	-	-
Listening Scale Score	0	-	1433	-	-
Speaking Raw Score	0	-	21	-	-
Speaking Scale Score	0	-	1444	-	-
Writing Raw Score	0	-	8	-	-
Writing Scale Score	0	-	1430	-	-
Reading Raw Score	0	-	5	-	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Scale Score	0	-	1373	-	-
White					
Total Students	1	2	2	1	2
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	0%	100%	0%	100%
1 Level Higher	0%	100%	0%	100%	0%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3.5	2.9	1.5	1.5	3
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	0%	0%
Intermediate	0%	50%	100%	100%	0%
Advanced	0%	0%	0%	0%	100%
Advanced High	100%	50%	0%	0%	0%
Listening Raw Score	0	0	9.5	11	19
Listening Scale Score	0	0	1466.5	1485	1548.5
Speaking Raw Score	0	0	12	24	23.5
Speaking Scale Score	0	0	1331	1486	1501.5
Writing Raw Score	0	0	8.5	7	34
Writing Scale Score	0	0	1439.5	1320	1597
Reading Raw Score	0	0	9.5	8	26.5
Reading Scale Score	0	0	1433	1389	1653.5
Currently Emergent Bilingual					
Total Students	36	27	19	26	18
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	3.70%	57.89%	46.15%	38.89%
1 Level Higher	0%	66.67%	15.79%	30.77%	38.89%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
2 Levels Higher	0%	22.22%	0%	7.69%	5.56%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2.58	2.92	2.15	2.6	3.01
No Rating	0%	0%	0%	0%	0%
Beginning	19.44%	7.41%	10.53%	7.69%	0%
Intermediate	25%	22.22%	57.89%	42.31%	11.11%
Advanced	36.11%	25.93%	31.58%	26.92%	55.56%
Advanced High	19.44%	44.44%	0%	23.08%	33.33%
Listening Raw Score	0	0	17.47	20.15	20.39
Listening Scale Score	0	0	1584.58	1634.08	1572.33
Speaking Raw Score	0	0	19.37	24.65	26.06
Speaking Scale Score	0	0	1419.95	1513.85	1532.67
Writing Raw Score	0	0	10.79	14.42	28.39
Writing Scale Score	0	0	1453.16	1459.27	1540.89
Reading Raw Score	0	0	13.47	17.42	23.89
Reading Scale Score	0	0	1473.53	1514.96	1610.56
Special Ed Indicator					
Total Students	8	5	3	6	6
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	0%	100%	83.33%	50%
1 Level Higher	0%	60%	0%	16.67%	50%
2 Levels Higher	0%	40%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	2	2.82	1.67	2.48	2.77
No Rating	0%	0%	0%	0%	0%
Beginning	37.50%	0%	0%	0%	0%
Intermediate	50%	40%	100%	66.67%	16.67%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Advanced	12.50%	40%	0%	33.33%	66.67%
Advanced High	0%	20%	0%	0%	16.67%
Listening Raw Score	0	0	11.67	20.67	19.67
Listening Scale Score	0	0	1492.33	1611.5	1557.5
Speaking Raw Score	0	0	15.33	22.5	26.17
Speaking Scale Score	0	0	1373	1474.33	1538.67
Writing Raw Score	0	0	7.67	12.33	24.5
Writing Scale Score	0	0	1409.33	1430.5	1493.5
Reading Raw Score	0	0	10	16.33	21.5
Reading Scale Score	0	0	1438.67	1499.17	1573.83

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	M
Denton Creek Elementary			
Total Students	63	8	64
Raw Score	33	21	24
Scale Score	1556	1307	1556
Percent Score	62.67%	40.87%	64.06%
Approaches Grade Level (TX)	90.48%	37.50%	87.50%
Meets Grade Level (TX)	71.43%	12.50%	59.38%
Masters Grade Level (TX)	38.10%	0%	34.38%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	3.17%	25%	4.69%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Did Not Meet High	6.35%	37.50%	14
Approaches Low	4.76%	25%	9.
Approaches High	14.29%	0%	12
Meets	33.33%	12.50%	25
Masters	38.10%	0%	34
Economic Disadvantage			
Total Students	6	2	6
Raw Score	34	24	24
Scale Score	1573	1334	15
Percent Score	64.74%	46.15%	64
Approaches Grade Level (TX)	83.33%	50%	83
Meets Grade Level (TX)	83.33%	50%	50
Masters Grade Level (TX)	33.33%	0%	50
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	16.67%	50%	0%
Did Not Meet High	0%	0%	16
Approaches Low	0%	0%	0%
Approaches High	0%	0%	33
Meets	50%	50%	0%
Masters	33.33%	0%	50
American Indian/Alaskan Native			
Total Students	1	-	1
Raw Score	17	-	16
Scale Score	1333	-	13
Percent Score	32.69%	-	43
Approaches Grade Level (TX)	0%	-	10

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3
Meets Grade Level (TX)	0%	-	0%
Masters Grade Level (TX)	0%	-	0%
Date Taken	05/01/25	-	0%
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	100%	-	0%
Approaches Low	0%	-	10%
Approaches High	0%	-	0%
Meets	0%	-	0%
Masters	0%	-	0%
Asian			
Total Students	23	-	23
Raw Score	35	-	28
Scale Score	1591	-	16
Percent Score	67.14%	-	75
Approaches Grade Level (TX)	100%	-	95
Meets Grade Level (TX)	91.30%	-	78
Masters Grade Level (TX)	39.13%	-	47
Date Taken	05/01/25	-	0%
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	4.
Approaches Low	4.35%	-	4.
Approaches High	4.35%	-	13
Meets	52.17%	-	30
Masters	39.13%	-	47
Black/African American			

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Total Students	7	-	7
Raw Score	34	-	20
Scale Score	1558	-	14
Percent Score	64.56%	-	53
Approaches Grade Level (TX)	85.71%	-	71
Meets Grade Level (TX)	71.43%	-	42
Masters Grade Level (TX)	71.43%	-	0%
Date Taken	05/01/25	-	0%
Excluded	0%	-	0%
Did Not Meet Low	14.29%	-	0%
Did Not Meet High	0%	-	28
Approaches Low	0%	-	28
Approaches High	14.29%	-	0%
Meets	0%	-	42
Masters	71.43%	-	0%
Hispanic			
Total Students	22	7	22
Raw Score	28	22	21
Scale Score	1491	1324	14
Percent Score	54.11%	43.13%	55
Approaches Grade Level (TX)	81.82%	42.86%	63
Meets Grade Level (TX)	45.45%	14.29%	40
Masters Grade Level (TX)	22.73%	0%	31
Date Taken	05/01/25	05/01/25	0%
Excluded	0%	0%	0%
Did Not Meet Low	4.55%	14.29%	13
Did Not Meet High	13.64%	42.86%	22

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Approaches Low	9.09%	28.57%	9.
Approaches High	27.27%	0%	13
Meets	22.73%	14.29%	9.
Masters	22.73%	0%	3
Two or More Races			
Total Students	1	-	2
Raw Score	47	-	24
Scale Score	1808	-	15
Percent Score	90.38%	-	64
Approaches Grade Level (TX)	100%	-	50
Meets Grade Level (TX)	100%	-	50
Masters Grade Level (TX)	100%	-	50
Date Taken	05/01/25	-	05
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	50
Approaches Low	0%	-	0%
Approaches High	0%	-	0%
Meets	0%	-	0%
Masters	100%	-	50
White			
Total Students	9	1	9
Raw Score	37	13	27
Scale Score	1621	1186	15
Percent Score	70.94%	25%	7
Approaches Grade Level (TX)	100%	0%	10
Meets Grade Level (TX)	88.89%	0%	77

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	M
Masters Grade Level (TX)	44.44%	0%	33
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	0%	100%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	11.11%	0%	22
Meets	44.44%	0%	44
Masters	44.44%	0%	33
Currently Emergent Bilingual			
Total Students	18	8	18
Raw Score	29	21	22
Scale Score	1498	1307	15
Percent Score	54.91%	40.87%	60
Approaches Grade Level (TX)	88.89%	37.50%	77
Meets Grade Level (TX)	66.67%	12.50%	50
Masters Grade Level (TX)	11.11%	0%	33
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	0%	25%	11
Did Not Meet High	11.11%	37.50%	11
Approaches Low	11.11%	25%	16
Approaches High	11.11%	0%	11
Meets	55.56%	12.50%	16
Masters	11.11%	0%	33
First Year of Monitoring			
Total Students	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Second Year of Monitoring			
Total Students	5	-	5
Raw Score	42	-	31
Scale Score	1700	-	1700
Percent Score	80.77%	-	83.33%
Approaches Grade Level (TX)	100%	-	100%
Meets Grade Level (TX)	100%	-	100%
Masters Grade Level (TX)	80%	-	80%
Date Taken	05/01/25	-	05/01/25
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	0%
Approaches Low	0%	-	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Approaches High	0%	-	0%
Meets	20%	-	20%
Masters	80%	-	80%
Third Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Special Ed Indicator			
Total Students	14	2	15
Raw Score	23	24	16
Scale Score	1413	1343	13
Percent Score	43.68%	45.19%	47
Approaches Grade Level (TX)	71.43%	50%	46
Meets Grade Level (TX)	28.57%	0%	13
Masters Grade Level (TX)	7.14%	0%	6.

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	N
Date Taken	05/01/25	05/01/25	05
Excluded	0%	0%	0%
Did Not Meet Low	14.29%	0%	20
Did Not Meet High	14.29%	50%	33
Approaches Low	14.29%	50%	13
Approaches High	28.57%	0%	20
Meets	21.43%	0%	6.
Masters	7.14%	0%	6.

As we go into 2025-2026, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

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

Student Learning Strengths

*High performance on State Testing (STAAR, EOC)

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

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

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

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high-quality Tier I instruction and interventions to foster growth in all student groups through targeted PLC.

Root Cause: Inconsistencies in utilizing evidence based learning strategies and targeted interventions.

Problem Statement 2 (Prioritized): There is a need to target specific reading, writing and math skills to focus on early intervention.

Root Cause: Inconsistencies exist in targeting reading, writing and math skills focused on early intervention and identification of needs.

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

Root Cause: Continued need to build on systems that showcase growth toward targeted goals and provide additional training for staff to intervene and differentiate for all needs.

Problem Statement 4 (Prioritized): There is a need to focus on our support systems (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) to identify and elevate measures of success for learners in the areas of academics, behavior, and social-emotional learning.

Root Cause: Inconsistencies exist in current systems and resources for support for academic, behavioral and social emotional growth.

Problem Statement 5 (Prioritized): There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities.

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

School Processes & Programs

School Processes & Programs Summary

Denton Creek is proud to be one of two campuses in Coppell ISD that offers Dual Language Immersion (DLI). At least one class per grade level are DLI, where 50% of instructional time is conducted in English and 50% in Spanish. Learners needing bilingual education are automatically placed in DLI, and learners who are native English speakers from across the district can elect to participate in the program through a district lottery process.

Denton Creek also has four Early Childhood classrooms that ensure early interventions for building solid foundations in literacy, math, and social interactions for our youngest learners.

Campus procedures and protocols will be reviewed throughout the school year to monitor effectiveness, gather feedback, and discuss any changes or modifications we may need to make as a campus during the year for instruction or safety practices. It will be essential for us to maintain high levels of safety for learning this year, and safety procedures and plans have been put in place to help support these needs.

The curriculum, instruction, and assessment focus at Denton Creek Elementary are guided by the TEKS and Coppell ISD expectations. The CISD Learning framework, the TEKS, High Priority Learning Standards, and CISD expectations promote collaboration, communication, creative thinking, critical thinking, information literacy, problem-solving, and social contribution.

Denton Creek embraces innovation and uses inquiry learning experiences to support 21st-century skills needed for today's learning, resulting in our learners being fully prepared for the jobs of tomorrow. Cultivated and practiced skills include critical thinking, problem-solving, agility, adaptability, curiosity, imagination, accessing and analyzing information, leadership, and responsibility.

Denton Creek collaborates as a Professional Learning Community to analyze ongoing data to determine responsive interventions and enrichment opportunities to meet all learners' individual academic and social-emotional needs. Teams collaborate during common planning periods, bi-monthly during collaborative team time, and during MTSS meetings to individualize learning, monitor progress, and design future learning experiences. To meet specific learning needs, specialized services are provided, such as Special Education, Structured Learning, Multi-Sensory Language Instruction, English as a Second Language, and Gifted and Talented Intervention.

Time is built into the master schedule for collaborative teams to meet and focus on the 3 Big Ideas of a PLC and the 4 Guiding Questions. In addition, each grade level has protected intervention time in the school day to address needs and provide needed intervention (WIN Time).

Denton Creek provides opportunities for learner voice and choice during Learner-Led Conferences, focused on continuous improvement for both the academic and social-emotional needs of each learner. Learners conference with their teacher to review ongoing data, celebrate goals accomplished, and set new personalized learning goals. "Trail Days" allows learners to explore areas of interest or passions. Leadership and service learning opportunities are embedded in the classrooms and throughout the building. Learners design and lead morning announcements, maintain the outdoor learning space, complete service learning opportunities within the building and their community, and serve as campus ambassadors.

School Processes & Programs Strengths

Processes & Program Strengths:

*WIN Time

*Student Council

- *School Garden
- *Flexible Learning Environment
- *Dual Language Immersion Program
- *Building strong relationships between learners, educators, and families
- *Trail Days
- *Protected time for educators to collaborate
- *Structured Learning, Special Education, and Dyslexia Program
- *Early Childhood Program
- *Digital Learning Opportunities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for team collaboration and planning to successfully implement the four essential questions of the PLC model to support high levels of learning for all.

Root Cause: Inconsistent implementation of collaborative team time, as well as existing achievement gaps indicate additional needs for differentiated instructional design to support certain sub-populations.

Problem Statement 2 (Prioritized): DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.

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

Problem Statement 3: There is a need to continue to revise and improve efforts for safety and security across the campus.

Root Cause: Continued changes in requirements from the state to support the safety of learners, staff, and community.

Problem Statement 4: There is a need to continue focusing on attendance of learners (monitoring, intervention, grade promotion).

Root Cause: Loss of instruction time for learners and loss of funding from state.

Perceptions

Perceptions Summary

We are in the process of merging two schools, a significant change that we understand can bring both opportunities and challenges. Recognizing that transitions can be difficult for everyone involved, we are taking intentional steps to support our students, staff, families, and community through this process.

To ensure a smooth and thoughtful transition, we have held and will continue to hold a series of meetings with staff, parents, community members, and students. These conversations provide a space to listen, understand, share information, and gather input as we move forward together. We are committed to building strong relationships and creating a sense of belonging for all.

Our ultimate goal is to offer the best possible programs within our schools—programs that support academic excellence while also prioritizing social-emotional learning and student well-being. We want every student, family, and staff to feel seen, supported, and valued in their learning environment.

At the heart of this merger is our commitment to providing the highest quality educational programs—ones that support academic excellence while prioritizing social-emotional learning, student well-being, and a deep sense of belonging. We are also committed to implementing culturally responsive teaching practices that reflect and respect the diverse backgrounds, identities, and experiences of our students. By doing so, we aim to create learning environments where every student feels seen, heard, and empowered.

Together, we believe this merger is an opportunity to grow stronger as a school community—one that values inclusion, equity, and the success of every learner.

The CISD Core Values were developed and defined, and each year, for the last four years, we have had a specific focus area to dive deeper into as a district.

Relationships: We value authentic relationships. When we invest in each other, we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

As we move into 2025-2025, we will be focusing on all four of the core values and truly begin looking at ways to measure success through the lens of our values. This should help solidify some of our work through the Visioning Work in which we have specific areas that may impact programs or instructional practices and how we are looking at overall effectiveness in these areas: Example: Professional Learning Communities/Multi-Tiered Systems of Support, Social Emotional Learning/Counseling/Mental Health.

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

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

weekly newsletters to inform parents of current events and communicate current curricular unit focus and objectives.

Perceptions Strengths

- *High focus on parent and community engagement
- *High focus on a welcoming environment that values diversity and welcomes all learners
- *Value engagement activities for students and families to feel more a great part of the school.
- *High Focus on Social Emotional Well Being for all Learners, Staff, and Families
- *High Focus on Safety within Learning Environments
- *Value Authentic Relationships
- *Value Each Individuals' Contribution

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to the merger of programs and schools, there is a need to provide opportunities for teachers and staff to facilitate student, family and community engagement opportunities,

Root Cause: School mergers has created uncertainty in the community.

Problem Statement 2 (Prioritized): There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause: School mergers has created uncertainty among stakeholders.

Problem Statement 3 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus.

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

Problem Statement 4 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.

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

Priority Problem Statements

Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction and interventions to foster growth in all student groups through targeted PLC.

Root Cause 1: Inconsistencies in utilizing evidence based learning strategies and targeted interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention.

Root Cause 2: Inconsistencies exist in targeting reading, writing and math skills focused on early intervention and identification of needs.

Problem Statement 2 Areas: Student Learning

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

Root Cause 3: Continued need to build on systems that showcase growth toward targeted goals and provide additional training for staff to intervene and differentiate for all needs.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for team collaboration and planning to successfully implement the four essential questions of the PLC model to support high levels of learning for all.

Root Cause 4: Inconsistent implementation of collaborative team time, as well as existing achievement gaps indicate additional needs for differentiated instructional design to support certain sub-populations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 5: School mergers has created uncertainty among stakeholders.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus.

Root Cause 6: Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Professional Learning Communities (PLCs) to ensure we are meeting the wide variety of needs within specific learner populations.

Root Cause 7: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a need to enhance communication and engagement with families, especially those who come from diverse backgrounds.

Root Cause 8: Barriers exist within the current system with communication and engagement opportunities (including language barriers)

Problem Statement 8 Areas: Demographics

Problem Statement 9: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.

Root Cause 9: Alignment needed for implementation of Spanish resources and instructional materials and finding any areas of need.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.

Root Cause 10: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to establish and maintain strong, positive relationships with all stakeholders.

Root Cause 11: Barriers exist in merging two campuses and ensuring that all stakeholders feel valued and welcomed.

Problem Statement 11 Areas: Demographics

Problem Statement 12: There is a need to focus on our support systems (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) to identify and elevate measures of success for learners in the areas of academics, behavior, and social-emotional learning.

Root Cause 12: Inconsistencies exist in current systems and resources for support for academic, behavioral and social emotional growth.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities.

Root Cause 13: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

Problem Statement 13 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: All PK-5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS. There will be an emphasis on daily small group instruction and regularly planned formative assessments.





HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: -High-quality Tier I instruction for all learners -Increased awareness and utilization of the curriculum documents campus-wide with a focus on HPLS's -Increased differentiated experiences and scaffolding to meet learner goals -Academic Achievement for learners Staff Responsible for Monitoring: -Campus Administrators -Campus Leadership team -Learning Coaches -Language Acquisition Specialist -GTI Coach Problem Statements: Student Learning 1, 3, 5	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase to 86% in June 2029.</p> <p>Strategy's Expected Result/Impact: -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension</p> <ul style="list-style-type: none"> - Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction. - CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data. - Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension. - mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention. - Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning. - Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills. - High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors." - Early Childhood staff receive Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math. <p>Staff Responsible for Monitoring: -Campus Administration</p> <ul style="list-style-type: none"> -Learning Coach -Curriculum Directors <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: PT Tutors for Intervention and Extension of at-risk learners - 199 - State Comp Ed - 199-11-6128-00-111-24-000-21160 - \$10,781</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase to 75% in June 2029.</p> <p>Strategy's Expected Result/Impact: - NWEA MAP data and different reports to track student growth in the area of early math foundational skills</p> <ul style="list-style-type: none"> - DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions - CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop. - Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning. - Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence. - Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math - Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary - Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills. - Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD <p>Staff Responsible for Monitoring: -Campus Administration -Learning Coach -Curriculum Directors</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Improve structures to mentor and support new campus educators and instructional aides. Strategy's Expected Result/Impact: -Growth in new educators, administrators, and staff with an understanding of CISD systems, structures, and specific strategies to support their role -Sustainability and support for the campus by providing aligned training for new educators, administrators, and staff -Staff retention Staff Responsible for Monitoring: -Campus Administrators -Learning Coach Problem Statements: School Processes & Programs 1 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Denton Creek Elementary will provide professional learning and support for classroom educators in implementing Tier I instructional strategies for all learners. Strategy's Expected Result/Impact: -High quality Tier I instruction for learners -Implementation of SIOP Strategies Staff Responsible for Monitoring: -Campus Administrators -Learning Coach -Language Acquisition Specialist -GTI Coach -Counselor Problem Statements: Student Learning 1, 2, 3, 5 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Implement structures and processes for intentional learning walks with educators across the campus and district that focus on observing and evaluating strategies supporting academic and social emotional growth. Strategy's Expected Result/Impact: -Growth in educators as far as understanding structures and specific strategies that support learning -Sustainability and support for educators by providing aligned resources/training -Growth in aligned instructional practices being implemented across the campus Staff Responsible for Monitoring: -Campus Administrators, -Learning Coach -Educators Problem Statements: Student Learning 5 - School Processes & Programs 1, 2 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Professional Learning Communities (PLCs) to ensure we are meeting the wide variety of needs within specific learner populations. Root Cause: Inconsistencies exist within instruction, the support provided for instruction through training/resources/ curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction and interventions to foster growth in all student groups through targeted PLC. Root Cause: Inconsistencies in utilizing evidence based learning strategies and targeted interventions.
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. Root Cause: Inconsistencies exist in targeting reading, writing and math skills focused on early intervention and identification of needs.
Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, EBs, GTs, and economically disadvantaged learners. Root Cause: Continued need to build on systems that showcase growth toward targeted goals and provide additional training for staff to intervene and differentiate for all needs.
Problem Statement 5: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.
School Processes & Programs
Problem Statement 1: There is a need for team collaboration and planning to successfully implement the four essential questions of the PLC model to support high levels of learning for all. Root Cause: Inconsistent implementation of collaborative team time, as well as existing achievement gaps indicate additional needs for differentiated instructional design to support certain sub-populations.
Problem Statement 2: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. Root Cause: Alignment needed for implementation of Spanish resources and instructional materials and finding any areas of need.
Perceptions
Problem Statement 2: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: School mergers has created uncertainty among stakeholders.
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. Root Cause: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

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





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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue building campus wide frameworks for professional learning communities (PLCs) which includes regularly scheduled meetings, professional learning, data analysis protocols and shared best practices with planning for instruction/intervention/extension. Enroll staff in PLC Global per CISD strategy. Staff register and attend the PLC Institute.</p> <p>Strategy's Expected Result/Impact: 100% of classroom teachers will meet to plan weekly to work through the PLC work process. Staff will:</p> <ul style="list-style-type: none"> -Review current data analysis protocol -Awareness, training and implementation of data analysis protocols -Growth and alignment in structures across grade level Professional Learning Communities -Collaborative Team Structures -Increased student achievement (academic, social emotional and behavioral) <p>Staff Responsible for Monitoring: -Campus Administrators</p> <ul style="list-style-type: none"> -Learning Coach -Campus Language Acquisition Specialist <p>Funding Sources: Substitutes so teachers can continue building PLC framework and best practices - 211 - Title I, Part A - 211-11-6411-00-111-11-000-21160 - \$24,730, Lead4Ward registration - 211 - Title I, Part A - 211-11-6112-00-111-11-000-21160 - \$4,240, PLC Institute Registration - 211 - Title I, Part A - 211-11-6411-00-111-11-000-21160 - \$7,200, PLC Global per CISD - 211 - Title I, Part A - 211-11-6399-00-111-11-000-21160 - \$4,900</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Continue training and support to ensure the effectiveness of MTSS. Strategy's Expected Result/Impact: 100% of staff will meet to analyze data and identify small groups for intervention and extension. Teachers will: -Increased learner growth across assessed content areas -Increased educator proficiency with data analysis and differentiation of instruction -Data-driven WIN interventions -Consistent RtI Interventions Staff Responsible for Monitoring: -Campus Administration -Campus Leadership Team -Campus Collaborative Teams Problem Statements: Demographics 2 - Student Learning 2, 3 Funding Sources: Hand2Mind Resource Training - 211 - Title I, Part A - 211-11-6299-00-111-11-000-21160 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continued focus on supporting Emergent Bilingual Learners by enhancing academic vocabulary through professional learning, mentoring, coaching, and utilizing appropriate resources. Strategy's Expected Result/Impact: -Growth in academic vocabulary -Improvement in the application of academic vocabulary -Improvement in speaking, listening, reading, and writing Staff Responsible for Monitoring: -Campus Administration -Learning Coach -Language Acquisition Specialist -Grade Level Educators Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2 Funding Sources: Instructional Materials to - 211 - Title I, Part A - 211-11-6399-00-111-24-000-21160 - \$5,486	Formative			Summative
	Nov	Feb	Apr	June

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Professional Learning Communities (PLCs) to ensure we are meeting the wide variety of needs within specific learner populations. Root Cause: Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction and interventions to foster growth in all student groups through targeted PLC. Root Cause: Inconsistencies in utilizing evidence based learning strategies and targeted interventions.
Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. Root Cause: Inconsistencies exist in targeting reading, writing and math skills focused on early intervention and identification of needs.
Problem Statement 3: There is a need to utilize qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, emphasizing learners who are served through Special Education, Section 504, EBs, GTs, and economically disadvantaged learners. Root Cause: Continued need to build on systems that showcase growth toward targeted goals and provide additional training for staff to intervene and differentiate for all needs.
Problem Statement 4: There is a need to focus on our support systems (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) to identify and elevate measures of success for learners in the areas of academics, behavior, and social-emotional learning. Root Cause: Inconsistencies exist in current systems and resources for support for academic, behavioral and social emotional growth.

School Processes & Programs	
Problem Statement 2: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.	Root Cause: Alignment needed for implementation of Spanish resources and instructional materials and finding any areas of need.

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

Performance Objective 1: All learners will be given opportunities to participate in real-world, hands-on learning, allowing for choice and individual learning styles in the areas of Science, Technology, Engineering, Art and Math.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide training and resources to educators, enhancing curriculum connections to real-world application in learning. Strategy's Expected Result/Impact: -Training that highlights real-world application in lesson design -Increased learner engagement -Increase learner awareness of career, college, and life readiness opportunities Staff Responsible for Monitoring: -Campus Administrators -Counselor -Educators Problem Statements: Demographics 3 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to enhance communication and engagement with families, especially those who come from diverse backgrounds. Root Cause: Barriers exist within the current system with communication and engagement opportunities (including language barriers)
Perceptions
Problem Statement 2: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: School mergers has created uncertainty among stakeholders.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will offer hands on experiences and innovative practices to to track and assess learner growth using targeted Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA). Strategy's Expected Result/Impact: -Learner digital portfolios -Educator digital portfolios -Digital Portfolio training and implementation Staff Responsible for Monitoring: -Campus Administrators, Educators -Learning Coaches -GTI Specialists -Librarian -Language Acquisition Specialist Problem Statements: Student Learning 1, 2, 5	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction and interventions to foster growth in all student groups through targeted PLC. Root Cause: Inconsistencies in utilizing evidence based learning strategies and targeted interventions.</p> <p>Problem Statement 2: There is a need to target specific reading, writing and math skills to focus on early intervention. Root Cause: Inconsistencies exist in targeting reading, writing and math skills focused on early intervention and identification of needs.</p> <p>Problem Statement 5: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.</p>

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

Performance Objective 3: Instructional leaders will have an intentional focus on using digital learning PK-12 to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Strategy 1 Details	Reviews			
Strategy 1: Provide trainings and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology with intentional hands-on learning experiences. Problem Statements: Demographics 1 - Student Learning 1, 5	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to establish and maintain strong, positive relationships with all stakeholders. Root Cause: Barriers exist in merging two campuses and ensuring that all stakeholders feel valued and welcomed.
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high-quality Tier I instruction and interventions to foster growth in all student groups through targeted PLC. Root Cause: Inconsistencies in utilizing evidence based learning strategies and targeted interventions. Problem Statement 5: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.

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

Performance Objective 1: Denton Creek will continue revising, updating, implementing, and evaluating current PK-5th grade curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education.

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

Strategy 1 Details	Reviews			
Strategy 1: Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices. Strategy's Expected Result/Impact: -Utilization of class meetings, check-ins and restorative practices within learning -Learner growth as indicated through survey and learner goals -Educator training on embedded supports -Campus aligned structures for class meetings Staff Responsible for Monitoring: -Campus Administrators -Learning Coach -Counselor -Educators Problem Statements: Student Learning 5 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making, as well as suicide prevention, including recognizing suicide-related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) Strategy's Expected Result/Impact: -Improvement in student health and wellness -Increased alignment of campus and district practices. Staff Responsible for Monitoring: -Campus Leadership Team -Science Core Director Problem Statements: Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth with learning opportunities. Root Cause: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the campus. Lack of parity between English & Spanish instructional materials for Dual Language Immersion program.
Perceptions
Problem Statement 2: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: School mergers has created uncertainty among stakeholders.

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

Performance Objective 2: CISD will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline practices/supports across the district.

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

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: -Feedback from learners and families through Panorama survey -More equitable school environment. -Reduction in achievement gap across student groups. Staff Responsible for Monitoring: -Campus Administrators -Counselor -Campus Leadership Team Problem Statements: Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide families with equitable access to our campus and provide opportunities for parent engagement and involvement. Strategy's Expected Result/Impact: -Translated documents/resources -Increased parent/school communication -Increased Family Involvement -Increased student support linked to social and emotional needs Staff Responsible for Monitoring: -Campus Administrators -Campus Leadership Team -Counselor Problem Statements: Demographics 3 Funding Sources: Parent Engagement Supplies - 211 - Title I, Part A - 211-61-6399-00-111-24-000-21160 - \$500	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need to enhance communication and engagement with families, especially those who come from diverse backgrounds. Root Cause: Barriers exist within the current system with communication and engagement opportunities (including language barriers)
Perceptions
Problem Statement 2: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: School mergers has created uncertainty among stakeholders.
Problem Statement 3: There is a need to increase and align processes and procedures resulting in safe, secure and inclusive learning environments across the campus. Root Cause : Continued need to focus on safety and inclusivity in our world and align our practices across the campus.

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

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





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

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding training on Professional Learning Communities (PLC) and Multi-Tiered Systems of Support (MTSS) throughout campus professional learning opportunities. Strategy's Expected Result/Impact: -Evidence of PLC structures in professional learning 1.1 Strategy- create and implement consistent district-wide systems with fidelity that value equitable student support and growth. 1.1.1 Specific Result: ensure continuous cycle of improvement of PLCs, PLCs are the vehicle to build capacity and maximize support of student outcomes. -Increase use of data to support evidence-based decisions for professional learning -Improve structure during team and campus meetings -Implementation of grade level intervention and enrichment times (WIN Time) across the campus -Support for new educators to the campus with mentoring and training on PLC's Staff Responsible for Monitoring: -Campus Administration -Learning Coach -Language Acquisition Specialist -Librarian -GTi Specialist	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div>No Progress<div></div>Accomplished<div>→</div>Continue/Modify<div>✗</div>Discontinue</div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Support the district's research, development, and implementation of the CISD Community Based Accountability System. Strategy's Expected Result/Impact: -Increased community engagement -Positive school/parent relationships -Increase in student achievement -Advancement of CISD Core Values Staff Responsible for Monitoring: -Campus Administrators -Campus Leadership Team -District Communications Department	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Ensure all required safety drills occur on campus, provide specific training for staff and learners concerning safety practices, and identify any additional needs of safety support to be implemented based on state requirements/recommendations. Strategy's Expected Result/Impact: - 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes. - 8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. Fall 2024 - 8.2 Strategy - Increase accountability of individual roles in safety protocols. - 8.2.1 Specific result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders. -Safety of learners and staff at Denton Creek -Communication with stakeholders about safety and practices Staff Responsible for Monitoring: -Campus Administrators -Coordinator of Safety & Security		Formative			Summative
		Nov	Feb	Apr	June
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

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

Performance Objective 4: CISD will continue to leverage a variety of communication tools and partnership to increase clarity and consistency of district information and processes for stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Foster enthusiasm for the wide array of opportunities and services accessible to our entire community. Identify relevant communication strategies to reach all subsets of key stakeholders.	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 5: CISD will continue to review and maintain district policies and practices for safety, behavior, cell phones, discipline, and will implement any additional strategies/protocols put in place by the state.

Strategy 1 Details	Reviews			
Strategy 1: Personal device policy and practices	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

A Site Based Committee

Committee Role	Name	Position
District-level Professional	Robyn Webb	Director of Federal and State Programs
Parent	Monica Gjolberg	Parent
District	Dr. Anita DeLaIsa	Director of Bilingual/ESL
Business Representative	Don Grow It	Business Partner
Non-classroom Professional	Katia Zamorano	Language Acquisition Specialist
Classroom Teacher	Emily Travis	5th Grade Educator
Classroom Teacher	Madeline Lemus	4th Grade Educator
Classroom Teacher	Hannah Richards	3rd Grade Educator
Classroom Teacher	Fernanda Villar Pettit	2nd Grade Educator
Classroom Teacher	Leah Hanson	1st Grade Educator
Classroom Teacher	Abbey Brandenburg	Kinder Educator
Counselor	Katie Walker	Counselor
Administrator	Kat Yegge	Assistant Principal
Administrator	Yanet Cardoza	Principal

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Lead4Ward registration	211-11-6112-00-111-11-000-21160	\$4,240.00
1	2	1	PLC Global per CISD	211-11-6399-00-111-11-000-21160	\$4,900.00
1	2	1	PLC Institute Registration	211-11-6411-00-111-11-000-21160	\$7,200.00
1	2	1	Substitutes so teachers can continue building PLC framework and best practices	211-11-6411-00-111-11-000-21160	\$24,730.00
1	2	2	Hand2Mind Resource Training	211-11-6299-00-111-11-000-21160	\$5,000.00
1	2	3	Instructional Materials to	211-11-6399-00-111-24-000-21160	\$5,486.00
3	2	2	Parent Engagement Supplies	211-61-6399-00-111-24-000-21160	\$500.00
Sub-Total					\$52,056.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PT Tutors for Intervention and Extension of at-risk learners	199-11-6128-00-111-24-000-21160	\$10,781.00
Sub-Total					\$10,781.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025