

**Hutto Independent School
District**

**Cottonwood Creek
Elementary School**

**2025-2026
Campus
Improvement Plan**

Mission Statement

CCE Mission: Fostering Growth, Strengthening Relationships, Inspiring Excellence

Vision

CCE Vision: Cottonwood Creek aspires to be a safe, positive, and innovative learning environment in which each unique individual is accepted, respected, encouraged, challenged and supported.

Value Statement

Cottonwood Creek Elementary Staff Core Belief Statements

- We believe in creating a diverse school and classroom environment where emotional and physical safety and security is a top priority for all students and staff.
- We believe that taking into consideration that every student's educational needs are important, every decision should be made in the best interest of all students and their individual success.
- We believe parents/guardians and community involvement are vital to the success of our students.
- We believe character and social/emotional well-being is as important as academic achievement.
- We believe communication is a two-way process for the school-home learning connection as well as for the delivery of information.
- We believe in enriching academics and the social-emotional environment by providing various innovative learning opportunities to prepare students for their individual pathways toward success.

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Comprehensive Needs Assessment

Demographics

Summary

Cottonwood Creek Elementary is a neighborhood school that serves students in grades PK–5. It has been a proud Hutto ISD establishment for 19 years, committed to academic excellence and community partnership. The 2024–2025 school year marks the introduction of the Leader in Me model, which focuses on building leadership and life skills in students while fostering a high-trust, student-centered school culture. Our PTA is highly active with 116 dedicated members who support campus initiatives through volunteerism, events, and school-wide engagement. Cottonwood Creek Elementary continues to grow and evolve. This year, our enrollment increased from 812 students in 2023–2024 to 925 students in 2024–2025. As a Title I campus, we are committed to providing a supportive, rigorous, and inclusive learning environment for every child.

Our student population reflects the vibrant diversity of our community. We service students beginning in Early Childhood Special Education (age 3) to 5th grade. Approximately 51% of students identify as Hispanic, 29% as White, 10% as African American, 6% as Two or More Races, and 3% as Asian. Nearly half of our students (49%) are economically disadvantaged. About 23% are Emergent Bilingual or English Learners, 18.6% receive special education services, 6.8% are identified as Gifted and Talented, 6% are identified with dyslexia, and 4.3% are immigrant students. The school also serves students experiencing homelessness (1.8%) and students identified as military-connected (6.8%). CCE serves students from Early Childhood through 5th grade. The current enrollment by grade level includes 26 students in Early Childhood Education (2.8%), 77 students in Pre-Kindergarten (6.8%), 136 students in Kindergarten (14.5%), 144 students in 1st grade (17.2%), 138 students in 2nd grade (17.0%), 141 students in 3rd grade (13.5%), 117 students in 4th grade (14.2%), and 118 students in 5th grade (13.9%).

Academic performance, as measured by the 2023–2024 STAAR results, highlights both areas of progress and continued need. In reading, 39% of 3rd graders, 54% of 4th graders, and 43% of 5th graders met grade-level expectations. In math, performance was lower with 25% of 3rd graders, 46% of 4th graders, and 31% of 5th graders meeting expectations. Science scores among 5th graders showed that only 16% met grade level. Among student subgroups, performance gaps remain. Only 42% of EB/EL students met expectations in reading and 38% in math. For students receiving special education services, just 20% met grade level in reading and 23% in math.

The teaching staff at Cottonwood Creek is diverse in experience and certifications. Approximately 21% of the teachers have fewer than five years of experience, 49% have between six and twenty years, and 30% have more than twenty years of experience. On average, teachers at CCE bring 11.3 years of instructional experience. Class sizes are consistent across grade levels, with around 22 students per class in kindergarten and first grade, and 25 to 26 students in grades two through five.

The school has demonstrated strength in 4th grade reading, where more than half the students met grade level. STAAR participation remains high across all tested groups, ensuring a complete picture of student progress. Chronic absenteeism has improved significantly, dropping from 20.4% to 13.4%. The school continues to provide robust bilingual and special programming.

Over the past two years, the campus has seen notable staffing changes, welcoming 25 new staff members in the 2023–2024 school year and 34 in 2024–2025. With a total of 107 staff members, this level of turnover has impacted continuity in instruction and student learning. Fewer than half of students are meeting grade-level expectations in reading and math across most grade levels. In particular, only 42% of 5th grade students demonstrated expected growth in math, highlighting a need for improved scaffolding and data-driven intervention. Science achievement is also low, and significant performance gaps for EL and SPED students remain a pressing concern.

As Cottonwood Creek Elementary continues to grow in size and complexity, our focus remains clear: deliver high-quality, aligned instruction that supports academic growth for all students, particularly those who need it most. Through intentional teaching, data-

informed planning, and a collective commitment to equity, CCE is working to ensure every student is ready to succeed in education.

Strengths

1. Strong Reading Performance in Early Grades: Grade 4 Reading: 85% of students scored at the Approaches level or above, with 54% at Meets and 21% at Masters. This suggests foundational reading instruction (PK-3) is a relative strength on campus.
2. Growth in Reading for SPED and Continuously Enrolled Students: Grade 5 SPED students showed a growth rate of 57% in Reading, Continuously enrolled students outperformed non-continuously enrolled peers, showing the impact of long-term campus support.
3. Gifted & Talented and Dyslexia Identification: GT identification is at 6.8% and Dyslexia identification at 6%, which aligns closely with state averages, This shows a proactive approach to identifying diverse learning needs.
4. Improved Attendance and Reduced Chronic Absenteeism: Attendance increased from 93.4% to 94.6%, Chronic absenteeism dropped from 20.4% to 13.4%, indicating strong family engagement and attendance initiatives
5. Title I Implementation with Fidelity: 100% Title I designation is being fully utilized to support at-risk learners through interventions, supports, and instructional materials.
6. High Participation In STAAR and Inclusion Rates: Over 98% of students participated in STAAR testing, with strong inclusion of SPED and EB students in accountability. This reflects strong testing systems and support for accessibility.
7. Bilingual/ESL Program Reach: 28% of students are served through Bilingual/ESL services, indicating strong program availability and access for English learners.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Students at Cottonwood Creek Elementary are not meeting grade-level expectations on STAAR assessments, particularly in Math and Reading for Grades 3-5	The root cause of low academic performance is inconsistent implementation of rigorous, data-driven instruction that is aligned to grade-level standards and responsive to the needs of diverse learners

★ = Priority

Student Learning

Summary

After reviewing the Texas Academic Performance Report (TAPR), the STAAR Interim, district assessments, and mCLASS data, our team used the data to analyze and identify student achievement in core content areas for Reading, Math and Writing for Cottonwood Creek Elementary School.

The 23-24 Texas Performance Assessment Report (TAPR) showed students in Grade 4 reading increased from 81% approaching grade level in 2023 to 85% in 2024, approaching grade level. It also revealed that Grade 4 reading increased from 43% meets in 2023 to 54% in 2024. Fourth-grade also increased from 17% master in 2023 to 21% master in 2024. Fifth-Grade reading increased from 73% in 2023 to 76% in approaching in 2024. Cottonwood Creek fourth-grade students' overall reading percentages for approaches and meets were higher than state and district for 2024. In contrast, math and science declined from 2023 to 2024, with minimal growth for some students. As a campus there was a significant decrease in fourth and fifth grade math and fifth grade reading from 2023 to 2024 school year. In science, CCE is significantly lower than the district for approaching grade level. (47% CCE and 78% District).

The district assessments are taken each nine weeks in math, ELA, and Science. There was an overall improvement in the curriculum-based assessments from 49% in Week 9 to 61% in Week 18. This data reveals student improvement in approaches, meets, and masters in English and Spanish Language Arts for students in grades 3-5. In third-grade ELA, students increased by 4% in approaches and 3% in meets. In fourth-grade ELA, students increased by 13% in approaches and 16% in meets. In fourth-grade SLA, students increased by 21% in approaches. In fifth grade ELA, approaches remained the same, 81%; a 17% increase in meets and a 7% increase in masters.

In math CBA data, third-grade students decreased by 14% in approaches, increased by 8% in Meets, and 2% in Masters. Fourth-grade students increased by 25% in approaches, a 15% increase in meets, and a 5% increase in masters. Fifth-grade students increased by 2% in approaches, decreased by 12% in meets, and 22% in Masters.

STAAR Interim is an assessment given in 2024. The assessment is a STAAR predictor to predict students outcome on the STAAR Assessment. 3rd -5 grade level data for reading and math showed minimal growth in DNM, approaches, meets and masters when compared to district. As a campus the the DNM's is a higher percentage in contrary to approaches, meets, and masters.

The MCLASS assessment is given in grades K-2 which assesses students phonological development, phonics and reading ability from the beginning to the end of the school year. This assessment is given three times during the school year (BOY, MOY, and EOY). Based on the data, kindergarten students decreased from 42% to 19% in the red; 21% to 13% in yellow; therefore showing a 16% increase in green (20% to 36%) and blue (17% to 33%), which means that some students in red and yellow moved to either green or blue.

First-grade students decreased from 25% to 19% in the red; 16% to 11% in the yellow, 35% to 32% in the green; and 23% to 37% in the blue, a 14% increase. Although there is a decrease in red, yellow, and green, blue has an increase.

Second-grade students decreased from 30% to 25% in red, 16% to 14% in yellow, stayed the same in green, 24%, and increased from 30% to 36% in blue. Although there is a decrease in red and yellow, the green remained the same, while blue increased.

Strengths

Curriculum-based assessments percentages increased from Week 9- 49% to Week 18- 61%

MCLASS data reveals that Kindergarteners made growth over time from students decreasing in red and increased in yellow, green and blue

4th Grade reading increased from 81% approaching in 2023 to 85% in 2024

4th Grade reading is higher than district level for approaching grade level in 2024

5th Grade reading increased from 73% approaching grade level in 2023 to 76% in 2024 for approaching grade level

ELA proficiency level has less students that did not meet grade level compared to other subject

ELA approaches, meets, and masters is higher than math and science.

1st Grade has an increase in students blue

Small group lesson plans

Utilizing data to form skill focused groups for ELA, and Math

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ From 2023 to 2024, student performance in fourth- and fifth-grade Math and fifth-grade Science at Cottonwood Creek Elementary declined or showed minimal growth. Specifically, only 47% of fifth-grade students scored at the Approaches Grade Level in Science, significantly below the district average of 78%.	The decline in student performance may be attributed to inconsistent alignment between curriculum and district's scope and sequence for Science, limited use of formative assessment data to guide instructional planning, and insufficient time allocated for targeted intervention and hands-on, inquiry-based learning in Science and Math.
2★ mCLASS assessment data for students in grades 1 and 2 indicates minimal growth in the development of phonics and phonological awareness skills, which directly impacts students' overall reading ability and fluency.	The limited growth in foundational literacy skills may be due to inconsistent implementation of systematic phonics instruction, insufficient small-group targeted interventions, and a lack of differentiated instructional strategies to meet the diverse needs of early readers. Minimal training in early literacy and phonics instruction.
3★ STAAR Interim Math scores indicate that students are struggling to successfully solve multi-step problems, which is largely impacted by their limited ability to read and comprehend complex problem scenarios.	The lack of prerequisite reading comprehension skills, including vocabulary acquisition and the ability to interpret multi-step problem structures, has hindered students' ability to make sense of and solve rigorous math tasks. This may be due to insufficient integration of literacy strategies within math instruction and a lack of explicit practice with academic vocabulary and problem-solving lang

★ = Priority

School Processes & Programs

Summary

Cottonwood Elementary continues to adapt in order to grow and improve in campus processes and procedures. Teachers have a conference period each day, one of which is dedicated to Professional Learning Community meetings. Processes and procedures have room for improvement in the area of maximizing instructional time through the use of intentional PLC processes and procedures, accountability for those processes, and staff support through onboarding and training. Utilizing CKH, Champs and Leader in Me.

Strengths

Cottonwood Creek Elementary utilizes the Leader in Me, Capturing Kids Hearts Philosophy, Champs, Love Languages, and Restorative Practices to address disciplinary behaviors while taking

into account students' needs physically, socially, emotionally, and mentally. Through the use of duty schedules for morning arrival and dismissal, students are consistently monitored in all areas

of the building. Teacher monitoring zones have been established for recess duty. Staff members communicate regularly with parents by making personal positive phone calls, sending out

newsletters, and posting and pushing out information electronically (web pages, flyers, email, skyward). Additionally, campus notification is sent using Parent Square communication, electronic

flyers, marquee postings, email blasts through Skyward, and social media such as Facebook, Instagram, and Twitter. These efforts are used to promote and share events with community

stakeholders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Referrals have increased and negative student behavior drives the perception that the campus struggles with behavior systems and lacks discipline follow-through to address student behavior effectively.	Community time is not being utilized effectively and purposefully across the campus; teachers do not see the value of the time and skip using the morning time for building community which impact the climate and culture of the campus as a whole

★ = Priority

Perceptions

Summary

Cottonwood Creek Elementary set a 2024–2025 attendance goal of 96%, but the current average daily attendance rate is 94.2%, based on data from August 15, 2024, to May 12, 2025. With 925 students enrolled, the campus recorded 17,811 absences, an average of 19.25 absences per student. When disaggregated by student group, Special Education students, who make up 24% of the campus, had an average of 23.26 absences per student. Students receiving 504 services averaged 21.38 absences per student, and GT students averaged 21.77. Emergent Bilingual or English Learners had an average of 18.04 absences per student, while Economically Disadvantaged students, who represent 79% of the campus population, averaged 11.86 absences per student. Attendance rates also varied across racial and ethnic groups. Native Hawaiian/Pacific Islander and American Indian/Alaskan Native students, though very small in number, had the highest individual averages at 28 and 28.33 absences per student, respectively. Hispanic students, the largest demographic group at 53% of the campus, had 19.78 absences per student, slightly above the campus average. Black students (11%) had 20.33 absences per student, while Asian students (4%) had the lowest average at 15.56. This comparison shows that certain smaller groups, while representing a small portion of the overall population, may be disproportionately impacted by chronic absenteeism.

Behavioral data reveals similar disproportionality. Of the 163 documented behavior incidents, 82% were attributed to male students. Hispanic students, again the largest group, accounted for nearly half of all incidents (81 of 163), which is aligned with their overall campus representation. However, Special Education students, who make up less than a quarter of the student body, were responsible for 79 incidents, nearly half of all behavioral events. Economically Disadvantaged students accounted for 69 incidents, and students receiving 504 services (5.6% of students) accounted for 37 incidents, making their per-student incident rate notably high.

While demographic information related to race and ethnicity is reported using per-student averages within each group, it is important to note that students may belong to more than one of the five instructional student groups (Economically Disadvantaged, Special Education, 504, Emergent Bilingual/English Learner, and Gifted and Talented). As a result, behavior and attendance data may intersect across multiple categories, and group totals should not be interpreted as mutually exclusive. Still, these findings suggest that specific student groups, particularly those who are Economically Disadvantaged, receiving special education services, or supported under 504, experience greater challenges with both attendance and behavior. The lack of a formalized peer mediation or mentoring program on campus limits opportunities for restorative or preventive behavioral support.

Behavior incidents peaked in the fall, with the highest number occurring in late October and early November. A steady decline began in December and continued into the spring, with January and February seeing the lowest incident rates of the year. This positive trend aligns with the mid-year appointment of a new principal and the implementation of a structured behavioral system that distinguished between low-level and high-level infractions. Teachers were required to document classroom behaviors, contact parents, implement interventions, and conduct a parent conference before escalating issues to administration, shifting ownership of behavior management back to the classroom and allowing administrators to focus on more serious concerns. Additionally, the campus strengthened its MTSS processes, holding staff accountable for bringing forward students with behavior concerns and ensuring they received appropriate tiered support. Tier 2 students received regular check-ins, behavior charts, and small group counseling, while Tier 3 students participated in the newly launched Behavior Academy, beginning in April. With 10 students receiving Tier 3 support, the campus has already observed growth in student behavior. Had these systems been in place earlier in the school year, the impact on overall incident trends may have been even more significant.

In addition to demographic and program-based disproportionality, staff input has highlighted a lack of structured data collection around non-academic factors that may be influencing student behavior. Observations throughout the year indicated recurring concerns related to poor nutrition, including students arriving without snacks or bringing high-sugar items for snacks and meals, signs of sleep deprivation, and the negative effects of technology, both through classroom misuse and excessive screen time at home. Without a system to track these patterns, interventions often remain surface-level and reactive, rather than targeting the root causes of dysregulation. One additional note in regards to behavioral data, both administrator observations and staff input suggest a

disconnect between teacher responsibilities and administrative intervention, particularly in shared spaces and incidents requiring layered behavioral support.

During the 2024–2025 school year, Cottonwood Creek Elementary continued efforts to support staff through mentoring, professional collaboration, and leadership opportunities. The campus welcomed a number of new educators, including nine first-year teachers, seven second-year teachers, and ten staff members who were new to the campus. Additionally, six apprentice educators joined CCES staff as they work to complete their certification programs. Mentoring was supported through 19 (reported) mentor or buddy assignments. While the intention behind the program remains strong, the structure presented challenges. Several staff members were assigned multiple mentees, with one mentor supporting four individuals and others supporting two to three. Feedback from mentors noted that this made it difficult to provide personalized support, especially when also serving as informal campus guides for new team members. Additionally, scheduling conflicts, particularly when mentors and mentees worked within the same grade level, limited opportunities for classroom observation and reciprocal feedback. Many staff expressed a need for structured release time to observe one another's teaching practices at least once per nine weeks.

Climate and culture survey results gathered earlier in the year revealed important insights. At the beginning of the year, only 28% of staff reported feeling positively about the campus climate. However, this improved as the year progressed. Around 50% of staff responded favorably in areas such as Belonging, Feedback and Coaching, and Professional Learning. Forty-four percent reported feeling satisfied with their job and connected to colleagues. When asked about leadership, 60% of staff reported favorably on the effectiveness of campus leadership, while 77% reported positively on the campus's cultural awareness. Nearly all staff (99%) indicated they were familiar with emergency procedures, though only 74% reported feeling safe on campus. Cottonwood Creek's results in each of these survey categories mirrored district averages, indicating that the campus is aligned with broader district trends in staff perception, while also highlighting areas where continued support may be needed.

This school year, Cottonwood Creek Elementary continued to prioritize strong family and community partnerships. These collaborations played a key role in supporting students, families, and staff through events, fundraising, and volunteerism. The PTA remained an active presence on campus. This year, they supported a wide variety of initiatives, including staff luncheons and treat days, teacher donations, classroom wish list fulfillment, campus decorating, and encouragement of community participation in appreciation weeks. PTA also hosted two school dances and played a key role in campus-wide events such as Fall Festival and Kites at the Creek. Their fundraising efforts provided direct support to the campus and strengthened connections between home and school. Events were widely attended, and parent interest in volunteering remained high. Students also participated in fine arts performances, cultural celebrations, and holiday programs, often supported by family attendance and volunteer involvement.

Cottonwood Creek staff participated in professional learning with the district's Department of Parent and Family Engagement at the beginning of the school year, focusing on the development of a campus Parent and Family Engagement Playbook. This playbook documents our policies, procedures, and a bank of evidence-based strategies designed to build strong partnerships with families. Campus efforts aligned with these strategies included Meet the Teacher Night, Popsicles for Pre-K/ Kindergarten, Open House, culturally relevant programs, guest speakers, fundraisers, Fall Festival, Kites at the Creek, and a variety of PTA-sponsored events. The school also utilized multiple platforms to maintain strong communication with families, including ParentSquare, Skyward, weekly newsletters, flyers, email blasts, phone calls, and the school marquee. All campus communication was provided in both English and Spanish to ensure accessibility.

However, due to a sharp increase in student enrollment this year, space and safety limitations impacted some traditional family events. Events such as awards assemblies and cultural programs were either restricted to students and staff or offered virtually. Despite efforts to pre-register visitors and streamline the check-in process, the volume of attendees sometimes overwhelmed staff and limited capacity for full community participation. As a result, some negative perceptions emerged from families accustomed to more open access to campus events in prior years. However, with the planned opening of Lee Martinez Elementary in the 2025–2026 school year, Cottonwood Creek's enrollment is expected to decrease. This anticipated shift may allow the campus to resume inviting outside guests to attend special programs and celebrations more regularly.

Hutto ISD's 2023–2024 stakeholder survey data reflects a continued overall positive view of family engagement efforts. Parent responses indicated strong agreement that communication was occurring in preferred formats (90%) and languages (96%). Most parents also felt welcomed by campus staff (74%) and reported that questions and concerns were addressed (71%). However, fewer

parents indicated satisfaction with transparency in decision-making (57%) or regular check-ins from staff (48%). Staff responses generally reflected even higher levels of satisfaction with school leadership, communication, and responsiveness compared to parents.

In response to this data, Cottonwood Creek remains committed to fostering strong, inclusive partnerships with families and staff, and to maintaining open, respectful communication as the school community continues to grow and evolve.

Strengths

1. Strengthened Behavior Support Systems

Cottonwood Creek saw a mid-year improvement in behavior following the implementation of a new behavioral framework under new leadership. Clear definitions of low- and high-level infractions empowered teachers and created consistency in classroom management. Strengthened MTSS structures and the addition of the Behavior Academy for Tier 3 students supported targeted intervention and contributed to a steady decline in behavior incidents.

2. Strong Family and Community Engagement

The campus continues to build strong relationships with families through well-attended events, an active PTA, and bilingual communication efforts. Initiatives like the Parent Engagement Playbook and inclusive events have helped families feel welcomed, informed, and connected to the school community.

3. Positive Staff Climate

Campus climate surveys showed gains in staff perceptions of belonging, leadership effectiveness, and cultural awareness. Even with a large number of new staff, overall morale improved, and feedback reflected growing trust in campus leadership and support systems.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Cottonwood Creek experienced high behavior incidents in fall 2024-2025, with a delayed rollout of Tiered MTSS and inconsistent classroom practices contributing to disproportionality, especially among Special Education and 504 students.	Delayed rollout of MTSS behavior supports and late implementation of Tier 2/Tier 3 tracking systems. - prevented early identification and support for students exhibiting challenging behaviors, allowing those behaviors to escalate without intervention. As a result, teachers relied more heavily on administrative referrals, students did not receive timely or appropriate interventions, and behavior in

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students at Cottonwood Creek Elementary are not meeting grade-level expectations on STAAR assessments, particularly in Math and Reading for Grades 3-5

The root cause of low academic performance is inconsistent implementation of rigorous, data-driven instruction that is aligned to grade-level standards and responsive to the needs of diverse learners

2
★

From 2023 to 2024, student performance in fourth- and fifth-grade Math and fifth-grade Science at Cottonwood Creek Elementary declined or showed minimal growth. Specifically, only 47% of fifth-grade students scored at the Approaches Grade Level in Science, significantly below the district average of 78%.

The decline in student performance may be attributed to inconsistent alignment between curriculum and district's scope and sequence for Science, limited use of formative assessment data to guide instructional planning, and insufficient time allocated for targeted intervention and hands-on, inquiry-based learning in Science and Math.

3
★

mCLASS assessment data for students in grades 1 and 2 indicates minimal growth in the development of phonics and phonological awareness skills, which directly impacts students' overall reading ability and fluency.

The limited growth in foundational literacy skills may be due to inconsistent implementation of systematic phonics instruction, insufficient small-group targeted interventions, and a lack of differentiated instructional strategies to meet the diverse needs of early readers. Minimal training in early literacy and phonics instruction.

4
★

STAAR Interim Math scores indicate that students are struggling to successfully solve multi-step problems, which is largely impacted by their limited ability to read and comprehend complex problem scenarios.

The lack of prerequisite reading comprehension skills, including vocabulary acquisition and the ability to interpret multi-step problem structures, has hindered students' ability to make sense of and solve rigorous math tasks. This may be due to insufficient integration of literacy strategies within math instruction and a lack of explicit practice with academic vocabulary and problem-solving language.

5
★

Referrals have increased and negative student behavior drives the perception that the campus struggles with behavior systems and lacks discipline follow-through to address student behavior effectively.

Community time is not being utilized effectively and purposefully across the campus; teachers do not see the value of the time and skip using the morning time for building community which impacts the climate and culture of the campus as a whole.

6
★

Cottonwood Creek experienced high behavior incidents in fall 2024-2025, with a delayed rollout of Tiered MTSS and inconsistent classroom practices contributing to disproportionality, especially among Special Education and 504 students.

Delayed rollout of MTSS behavior supports and late implementation of Tier 2/Tier 3 tracking systems. - prevented early identification and support for students exhibiting challenging behaviors, allowing those behaviors to escalate without intervention. As a result, teachers relied more heavily on administrative referrals, students did not receive timely or appropriate interventions, and behavior in

★ = Priority



Goals

Goal 1 (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 1 High Priority

(1.1.1) By May 2026, Cottonwood Creek Elementary will increase the percentage of students meeting projected growth targets on NWEA MAP to 70% in Reading (from baseline 55%) and 70% in Math (from baseline 55%) with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: NWEA MAP

Strategy 1

PLC planning for classroom routines

Strategy's Expected Result/Impact: Teachers will learn tools needed to achieve goal.

Staff Responsible for Monitoring: Administrators and ISC

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Walkthroughs and coaching

Strategy's Expected Result/Impact: Achievement of goal.

Staff Responsible for Monitoring: Administrators and ISC

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Posted expectations and Think Sheets in all classrooms

Staff Responsible for Monitoring: Administration and ISC

Problem Statements: School Processes & Programs 1

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Referrals have increased and negative student behavior drives the perception that the campus struggles with behavior systems and lacks discipline follow-through to address student behavior effectively.

Community time is not being utilized effectively and purposefully across the campus; teachers do not see the value of the time and skip using the morning time for building community which impact the climate and culture of the campus as a whole

Performance Objective 2 High Priority

(1.1.2) By May 2026, Cottonwood Creek Elementary will increase the percentage of students achieving "Meets Grade Level" on STAAR to from 49% to 60% (AA - 40% - 55%) in Reading/Language Arts and in Math from 36% to 50% (AA - 21% to 45%) with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: STAAR Interim, STAAR Data, NWEA MAP Data

Strategy 1

Facilitate weekly PLCs focused on data-driven instruction using STAAR interim assessments, MAP reports, and common assessments to identify gaps, plan reteach, and align instruction to priority TEKS.

Strategy's Expected Result/Impact: Student academic growth decreasing gaps and increasing assessment scores

Staff Responsible for Monitoring: Teachers, ISC, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Implement daily, small-group targeted instruction in Reading and Math, using MAP data and formative assessments to guide grouping and monitor student growth.

Strategy's Expected Result/Impact: Student academic growth decreasing gaps and increasing assessment scores

Staff Responsible for Monitoring: Teachers, ISC, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Provide aligned instructional coaching and walkthrough feedback focused on reteach effectiveness, scaffolding, and Tier I instructional rigor.

Strategy's Expected Result/Impact: Improved more rigorous Tier 1 instruction campuswide

Staff Responsible for Monitoring: ISC, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Students at Cottonwood Creek Elementary are not meeting grade-level expectations on STAAR assessments, particularly in Math and Reading for Grades 3-5	The root cause of low academic performance is inconsistent implementation of rigorous, data-driven instruction that is aligned to grade-level standards and responsive to the needs of diverse learners

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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Performance Objective 3 High Priority

(1.1.3) By May 2026, Cottonwood Creek Elementary will increase the percentage of students

demonstrating annual growth on STAAR to from 66% to 75% in Reading and 55% to 70% in Math with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: STAAR, STAAR Interim, District Assessments, Unit Assessments, NWEA MAP Growth Measures

Strategy 1

Facilitate weekly PLCs focused on data-driven instruction using STAAR interim assessments, MAP reports, and common assessments to identify gaps, plan reteach, and align instruction to priority TEKS.

Strategy's Expected Result/Impact: Student academic gaps will decrease and academic achievement will increase.

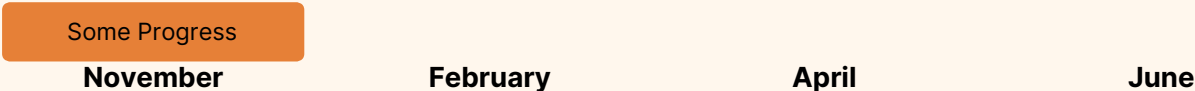
Staff Responsible for Monitoring: Administrators, ISC

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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Performance Objective 4

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact,

and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

Goal 2 (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 1 High Priority

(1.2.1) By May 2026, Cottonwood Creek Elementary will increase the percentage of students demonstrating annual growth on STAAR from 49% to 60% in Reading and 36% to 50% in Math, with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: Formative Assessment: Walkthroughs
Summative Assessment: Student SEL surveys, campus climate survey

Strategy 1

Expand student exposure to college and career pathways through classroom guidance lessons, career day, and partnerships with local businesses and secondary programs.

Strategy's Expected Result/Impact: Improved culture, teacher and student connections

Staff Responsible for Monitoring: Teachers, Counselors, Administration and ISC

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Integrate goal-setting and student leadership opportunities through Leader in Me and counseling support to build early awareness of post-secondary options and readiness skills.

Strategy's Expected Result/Impact: Improved culture and development of student leaders

Staff Responsible for Monitoring: Teachers, Counselors, Administration and ISC

Problem Statements: Perceptions 1

Funding Sources: Leader in Me Coaching and student Membership Title I, Part A - (6200) Contracted Services, \$9,500, LIM Membership Title I, Part A - (6300) Supplies and Materials, \$6,600

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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STAAR Interim Math scores indicate that students are struggling to successfully solve multi-step problems, which is largely impacted by their limited ability to read and comprehend complex problem scenarios.

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Referrals have increased and negative student behavior drives the perception that the campus struggles with behavior systems and lacks discipline follow-through to address student behavior effectively.

Community time is not being utilized effectively and purposefully across the campus; teachers do not see the value of the time and skip using the morning time for building community which impact the climate and culture of the campus as a whole

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Cottonwood Creek experienced high behavior incidents in fall 2024-2025, with a delayed rollout of Tiered MTSS and inconsistent classroom practices contributing to disproportionality, especially among Special Education and 504 students.

Delayed rollout of MTSS behavior supports and late implementation of Tier 2/Tier 3 tracking systems. - prevented early identification and support for students exhibiting challenging behaviors, allowing those behaviors to escalate without intervention. As a result, teachers relied more heavily on administrative referrals, students did not receive timely or appropriate interventions, and behavior in

Performance Objective 2 High Priority

(1.2.2) By May 2026, Cottonwood Creek Elementary will increase the percentage of students achieving "Meets Grade Level" on STAAR from 49% to 60% in Reading/Language Arts from 36% to 50% in Math with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: District Assessments, STAAR Interim, STAAR, Screener Data

Strategy 1

Conduct weekly classroom walkthroughs with targeted feedback and coaching on transitions, celebrating teachers who meet the benchmark and providing reteach or support for those needing adjustments.

Strategy's Expected Result/Impact: Decreased academic gaps and increased academic growth

Staff Responsible for Monitoring: Teacher, ISC, Administration

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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Performance Objective 3

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and

leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

Strategy 1

Establish consistent PLC protocols that include lesson internalization, data analysis of formative/summative assessments, and collaborative planning of high-yield instructional strategies.

Strategy's Expected Result/Impact: Improved Tier 1 and 2 instruction

Staff Responsible for Monitoring: Administrators, ISC

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Implement a coaching and feedback loop within PLCs where instructional leaders and teachers review student work, analyze data, and adjust instructional practices to improve student outcomes.

Strategy's Expected Result/Impact: Improved Tier 1 and 2 instruction

Staff Responsible for Monitoring: Administrators, ISC

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Students at Cottonwood Creek Elementary are not meeting grade-level expectations on STAAR assessments, particularly in Math and Reading for Grades 3-5	The root cause of low academic performance is inconsistent implementation of rigorous, data-driven instruction that is aligned to grade-level standards and responsive to the needs of diverse learners

Goal 3 (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 1 High Priority

(1.3.1) By May 2026, Cottonwood Creek Elementary will increase the percentage of Grades 1-3 students meeting their projected growth targets on NWEA MAP from 62% to 70% in Reading and from 62% to 70% in Math 62% in Math, as measured by end-of-year MAP Growth reports with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: NWEA MAP, MCLASS

Strategy 1

Lesson internalization and PLC planning

Strategy's Expected Result/Impact: Improved Tier 1 instruction and decreased need for Tier 2/3 intervention

Staff Responsible for Monitoring: Administrators, ISC

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Dual Language teaching strategies including bridging

Strategy's Expected Result/Impact: Improved Tier 1 instruction in Dual Language classrooms

Staff Responsible for Monitoring: Administration, ISC

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

After school tutoring

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Teachers, Administrators, ISC

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Funding Sources: Tutorial Teacher Funding Title I, Part A - (6100) Payroll Costs, \$3,500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

HQIM fidelity and small-group instruction aligned to priority standards

Strategy's Expected Result/Impact: Student academic growth

Staff Responsible for Monitoring: Administrators, ISC

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Students at Cottonwood Creek Elementary are not meeting grade-level expectations on STAAR assessments, particularly in Math and Reading for Grades 3-5

The root cause of low academic performance is inconsistent implementation of rigorous, data-driven instruction that is aligned to grade-level standards and responsive to the needs of diverse learners

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

From 2023 to 2024, student performance in fourth- and fifth-grade Math and fifth-grade Science at Cottonwood Creek Elementary declined or showed minimal growth. Specifically, only 47% of fifth-grade students scored at the Approaches Grade Level in Science, significantly below the district average of 78%.

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STAAR Interim Math scores indicate that students are struggling to successfully solve multi-step problems, which is largely impacted by their limited ability to read and comprehend complex problem scenarios.

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Performance Objective 2 High Priority

(1.3.2) By May 2026, students in Grade 3 will increase the percentage of students achieving at the Meets Grade Level standard or higher on STAAR assessments from 71% to 75% in Reading and from 52% to 70% in Math with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: Screener Data, Interim STAAR, STAAR, Formative Assessments

Strategy 1

Facilitate weekly PLCs focused on data-driven instruction using STAAR interim assessments, MAP reports, and common assessments to identify gaps, plan reteach, and align instruction to priority TEKS.

Strategy's Expected Result/Impact: Student decrease in academic gaps and increase in academic growth

Staff Responsible for Monitoring: Teachers, ISC, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Implement daily, small-group targeted instruction in Reading and Math, using MAP data and formative assessments to guide grouping and monitor student growth.

Strategy's Expected Result/Impact: Student decrease in academic gaps and increase in academic growth.

Staff Responsible for Monitoring: ISC, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Provide aligned instructional coaching and walkthrough feedback focused on reteach effectiveness, scaffolding, and Tier I instructional rigor.

Strategy's Expected Result/Impact: Student decrease in academic gaps and increase in academic growth

Staff Responsible for Monitoring: ISC, Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Performance Objective 3

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact,

and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

Goal 4 (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 1 High Priority

1.4.1 Student overall engagement scores will increase on student surveys.

Evaluation Data Source: Panorama Student Perception Survey

Strategy 1

Professional Development on think-alouds and modeling templates

Strategy's Expected Result/Impact: Student academic growth.

Staff Responsible for Monitoring: Administrators, ISC

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Coaching cycles with real-time feedback

Strategy's Expected Result/Impact: Teacher growth

Staff Responsible for Monitoring: ISC

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Problem Statement	Root Cause
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Performance Objective 2 High Priority

1.4.2 Special education students attaining meets or higher will increase in reading and math on STAAR

Evaluation Data Source: STAAR

Strategy 1

Implement structured progress monitoring every 3 weeks for Special Education students in Reading and Math, using MAP and campus common assessments to adjust instructional strategies, interventions, and IEP goals.

Strategy's Expected Result/Impact: Increase in assessment scores

Staff Responsible for Monitoring: SPED staff, Dean of Student Support, Teachers, ISC, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Strengthen co-teach and inclusion models by providing targeted professional development for general education and special education teachers to align accommodations, scaffolds, and Tier I instruction.

Strategy's Expected Result/Impact: Improved Tier 1 instruction

Staff Responsible for Monitoring: ISC, Dean of Student Support, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

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Performance Objective 3 High Priority

(1.4.3) By May 2026, Cottonwood Creek Elementary will reduce office discipline referrals from 178 to 100

as compared to the 2024-2025 baseline, as measured by Skyward discipline reports.

Evaluation Data Source: Discipline reporting data

Strategy 1

Embed Leader in Me habits into daily classroom routines to reinforce positive behavior, self-regulation, and student leadership roles.

Strategy's Expected Result/Impact: Decrease student referrals and increase students' feelings of belongings and campus connection.

Staff Responsible for Monitoring: Teachers, Counselors, LMHP

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

Implement proactive counseling check-ins and a campuswide rewards system to recognize positive behavior and celebrate students meeting behavior expectations.

Strategy's Expected Result/Impact: Decrease in referrals and increase in students' connections to campus

Staff Responsible for Monitoring: Teachers, ISC, Counselors, LMHP, Administrators

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Provide professional learning for staff on consistent use of Cornerstone 1 (classroom management) and Cornerstone 2 (positive relationships) to reduce incidents leading to office referrals.

Strategy's Expected Result/Impact: Decrease of discipline referrals and increase of classroom efficiency.

Staff Responsible for Monitoring: ISC, Dean of Student Support, Administrators

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Referrals have increased and negative student behavior drives the perception that the campus struggles with behavior systems and lacks discipline follow-through to address student behavior effectively.	Community time is not being utilized effectively and purposefully across the campus; teachers do not see the value of the time and skip using the morning time for building community which impact the climate and culture of the campus as a whole

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Cottonwood Creek experienced high behavior incidents in fall 2024-2025, with a delayed rollout of Tiered MTSS and inconsistent classroom practices contributing to disproportionality, especially among Special Education and 504 students.	Delayed rollout of MTSS behavior supports and late implementation of Tier 2/Tier 3 tracking systems. - prevented early identification and support for students exhibiting challenging behaviors, allowing those behaviors to escalate without intervention. As a result, teachers relied more heavily on administrative referrals, students did not receive timely or appropriate interventions, and behavior in

Goal 5

(2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 1

Campus leadership will implement structured teacher coaching cycles focused on high-leverage instructional practices (T-TESS Indicators) by providing bite-sized, actionable feedback during observations, followed by targeted support and timely follow-up observations to monitor impact and close the feedback loop.

Evaluation Data Source: Coaching & Feedback Logs - records of coaching sessions, bite-sized feedback given, and supports provided.

Follow-up Observation Data - evidence of whether feedback was implemented and its impact on instruction.

Walkthrough & Instructional Trend Data - patterns in instructional practices tied to campus priorities.

Teacher Retention Data - mid-year and end-of-year retention rates, disaggregated by teacher effectiveness.

Teacher Self-Reflection/Survey Data - staff perceptions of support, coaching quality, and professional growth.

Student Achievement & Growth Data - MAP, STAAR, or common formative assessments to show impact of coaching on instruction.

Professional Development Participation & Implementation Data - attendance, application of strategies learned, and evidence of transfer to classroom practice.

Strategy 1

Coaching cycles, Think Sheets, posted expectations, walkthroughs

Strategy's Expected Result/Impact: Improved classroom behavior will provide opportunities for increased teaching, learning, and TEKS mastery

Staff Responsible for Monitoring: Administrators, ISC

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Cottonwood Creek experienced high behavior incidents in fall 2024-2025, with a delayed rollout of Tiered MTSS and inconsistent classroom practices contributing to disproportionality, especially among Special Education and 504 students.	Delayed rollout of MTSS behavior supports and late implementation of Tier 2/Tier 3 tracking systems. - prevented early identification and support for students exhibiting challenging behaviors, allowing those behaviors to escalate without intervention. As a result, teachers relied more heavily on administrative referrals, students did not receive timely or appropriate interventions, and behavior in

Performance Objective 2 ☒ High Priority

By May 2026, all teachers have one formal observation (if not on a waiver), informal walkthroughs and at least 1 peer observation aligned to Cornerstones 1 and 2.

Evaluation Data Source: Formative Assessment: Coaching reflections, walkthrough notes
Summative Assessment: T-TESS scores, observation summaries

Strategy 1

Provide ongoing, differentiated professional development aligned to teacher needs and campus instructional goals to strengthen instructional capacity and increase retention.

Strategy's Expected Result/Impact: Teacher capacity and teacher retention

Staff Responsible for Monitoring: Administrators, ISC, Dean of Student Support

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Implement a structured mentorship program that pairs new and early-career teachers with experienced teacher leaders to provide guidance, resources, and classroom support.

Strategy's Expected Result/Impact: Teacher capacity and teacher retention

Staff Responsible for Monitoring: ISC, Administrators, Dean of Student Support

Problem Statements: Demographics 1 - Student Learning 1, 2, 3

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Students at Cottonwood Creek Elementary are not meeting grade-level expectations on STAAR assessments, particularly in Math and Reading for Grades 3-5	The root cause of low academic performance is inconsistent implementation of rigorous, data-driven instruction that is aligned to grade-level standards and responsive to the needs of diverse learners

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 From 2023 to 2024, student performance in fourth- and fifth-grade Math and fifth-grade Science at Cottonwood Creek Elementary declined or showed minimal growth. Specifically, only 47% of fifth-grade students scored at the Approaches Grade Level in Science, significantly below the district average of 78%.	The decline in student performance may be attributed to inconsistent alignment between curriculum and district's scope and sequence for Science, limited use of formative assessment data to guide instructional planning, and insufficient time allocated for targeted intervention and hands-on, inquiry-based learning in Science and Math.
2 mCLASS assessment data for students in grades 1 and 2 indicates minimal growth in the development of phonics and phonological awareness skills, which directly impacts students' overall reading ability and fluency.	The limited growth in foundational literacy skills may be due to inconsistent implementation of systematic phonics instruction, insufficient small-group targeted interventions, and a lack of differentiated instructional strategies to meet the diverse needs of early readers. Minimal training in early literacy and phonics instruction.
3 STAAR Interim Math scores indicate that students are struggling to successfully solve multi-step problems, which is largely impacted by their limited ability to read and comprehend complex problem scenarios.	The lack of prerequisite reading comprehension skills, including vocabulary acquisition and the ability to interpret multi-step problem structures, has hindered students' ability to make sense of and solve rigorous math tasks. This may be due to insufficient integration of literacy strategies within math instruction and a lack of explicit practice with academic vocabulary and problem-solving lang

Goal 6 (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 1 High Priority

3.1.1 Increase the number of high-level engagement activities hosted by campuses (utilizing a rubric of high-level engagement for parents)

Evaluation Data Source: Parent perception survey data, campus event logs

Strategy 1

Implement regular, proactive communication with parents through teacher weekly newsletters, administrator biweekly newsletters, Parent Square updates, Facebook posts, marquee posts, and targeted phone/email check-ins to build transparency and trust.

Strategy's Expected Result/Impact: Improved relationships with families

Staff Responsible for Monitoring: Teachers, Administrators, ISC, Dean of Student Support

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Host quarterly family engagement events, administrator Q&A panels, school tours, and interactive workshops, and solicit feedback via surveys to inform continuous improvement and demonstrate responsiveness to parent input.

Strategy's Expected Result/Impact: Improved relationships with families

Staff Responsible for Monitoring: Teachers, Administrators, ISC, Dean of Student Support

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

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Performance Objective 2

By May 2026, provide multiple parent participation opportunities including conducting quarterly family panels with greater than 50% participation.

Evaluation Data Source: Formative Assessment: Panel participation surveys, Facebook participation, sign in sheets, Parent Square messages and posts, volunteering
Summative Assessment: Family feedback surveys

Strategy 1

Host quarterly family engagement events, post regularly on Facebook, and host administrator and counselor Q&A panels, and solicit feedback via surveys to inform continuous improvement and demonstrate responsiveness to parent input.

Strategy's Expected Result/Impact: Increased family communication and improved relationships

Staff Responsible for Monitoring: Administrators, Counselors

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Perceptions

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Goal 7 (3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 1 High Priority

(3.2.1) Increase student workforce experiences through internships, sponsorships, and other community business opportunities.

Evaluation Data Source: CCMR data, Internship Participation

Strategy 1

Q&A sessions, proactive communication via Parent Square, Facebook, and newsletters

Strategy's Expected Result/Impact: Increased parent participation and improved relationships with families

Staff Responsible for Monitoring: CCE Staff

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Latino Literacy Program

Strategy's Expected Result/Impact: Increased parent participation, providing parents tools to increase literacy, and improved relationships with families

Staff Responsible for Monitoring: CCE Staff

Problem Statements: Demographics 1

Funding Sources: Title I, Part A - (6100) Payroll Costs, \$1,500

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

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Strategy 3

Parent Volunteering opportunities, including culture bulletin board, Community Clean up Days

Strategy's Expected Result/Impact: Increased parent participation and improved relationships with families

Staff Responsible for Monitoring: CCE Staff

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Tutorial Teacher Funding	--	\$3,500.00
7	1	2		--	\$1,500.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$21,000.00
+/- Difference					\$16,000.00

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Leader in Me Coaching and student Membership	--	\$9,500.00
Sub-Total					\$9,500.00
Budgeted Fund Source Amount					\$4,519.00
+/- Difference					-\$4,981.00

Title I, Part A - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	LIM Membership	--	\$6,600.00
Sub-Total					\$6,600.00
Budgeted Fund Source Amount					\$7,720.00
+/- Difference					\$1,120.00

Title I, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$46,899.00
+/- Difference					\$46,899.00