Hutto Independent School District

Cottonwood Creek Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Connect. Grow. Challenge ALL. That's how we give it our all.

Vision

We are a culture that connects with systems that align and instruction that challenges ALL.

Value Statement

Connect (Culture)

We will build relationships first—greeting others by name and leading every interaction with care.

Consistency (Alignment)

We will follow our shared systems and expectations with fidelity, every day and in every classroom.

Challenge (Rigor)

We will plan Tier 1 tasks that push ALL students toward higher-order thinking and deeper understanding.

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2026

Demographics

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. Cottonwood Creek Elementary continues to grow and evolve. This year, 2026-2027 our enrollment is steady at 602 students from 603 students in 2025–2026. As a Title I campus, we are committed to providing a supportive, rigorous, and inclusive learning environment for every child.

Student Population Summary — Cottonwood Creek Elementary | 2026–2027

Cottonwood Creek Elementary serves 542 active students in grades Early Education through 5th grade. The campus reflects a diverse and growing student body, with enrollment distributed across all grade levels. First grade is the largest cohort at 96 students (17.7%), followed closely by 5th grade at 94 students (17.3%).

The campus student population is 55.0% Hispanic/Latino, 21.0% White, 12.0% Black or African American, 6.5% Multi-Race, and 5.0% Asian, with small representations of American Indian and Pacific Islander students. Female students make up 52.4% of enrollment and male students 47.6%.

Cottonwood Creek serves a significant number of students with specialized needs. 50.7% of students qualify as Economically Disadvantaged, reflecting the importance of targeted academic and wrap-around support systems. 29.2% of students are identified as Emergent Bilingual, requiring intentional language acquisition and bilingual instructional supports. 23.2% of students receive Special Education services, which is above the district average, underscoring the need for robust intervention systems and staffing to meet IEP requirements. An additional 3.5% of students are served under Section 504 accommodations.

These demographics inform the campus's instructional priorities, intervention planning, and resource allocation as Cottonwood Creek works toward continuous academic growth and an A rating on the State Accountability System.

Cottonwood Creek Elementary has a total campus staff of 113, comprised of 46 classroom teachers and a team of support staff serving in instructional, operational, and paraprofessional roles.

Of the 18 new staff members joining the campus this year, 5 are new to the teaching profession and 7 are new to Cottonwood Creek but bring prior teaching experience. The remaining new staff members serve in supportive roles across the campus. This blend of new and experienced staff creates both opportunity and responsibility — newer teachers will benefit from intentional mentorship, structured onboarding, and consistent instructional coaching to accelerate their growth and minimize the impact of transition on students.

The campus teaching force is predominantly female, with male representation at 3.6% of classroom teachers. The campus continues to build a stable instructional core, and sustaining teacher retention will be a key priority in supporting long-term student achievement.

To support new and developing teachers, the campus will prioritize structured instructional coaching, professional learning communities, and a clear onboarding framework aligned to campus expectations. These systems are essential to ensuring that all students — particularly those in specialized populations such as Emergent Bilingual, Special Education, and Economically Disadvantaged subgroups — receive consistent, high-quality instruction throughout the year.

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. Our work is anchored in three priorities — Culture, Alignment, and Rigor. We are building a culture that connects, systems that align, and instruction that challenges ALL, so that intentional teaching, data-informed planning, and a collective commitment to equity move every student toward success. That's how we give it our all — one team, one direction, every interaction, every day.

Additional student-group data reviewed in the CNA show that 5 students are identified under McKinney-Vento and 370 students, approximately 67% of the campus, are identified as at risk. The campus will monitor academic achievement and growth, attendance, discipline, intervention access, and response to support for these students through PLC, MTSS, and student-support reviews, with progress documented by grade level and student group.

Demographics Strengths

The campus demonstrates strong overall attendance, with a current rate of 96.30%, reflecting an improvement from the consistent 95% average over the past three years. This growth is particularly notable given the increase in at-risk, economically disadvantaged, and special demographic student populations, all of which have risen since 2021–2022. The campus has implemented a variety of proactive and engaging attendance initiatives—including classroom tracking, hallway displays by grade level, weekly attendance celebrations, targeted promotion of school activities during high-absence periods, and recognition through perfect attendance awards—which contribute to a positive attendance culture and continued student engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Disaggregated student-performance data demonstrate persistent differences in achievement, growth, and access to grade-level mastery among student groups, including students receiving Special Education services and Emergent Bilingual/Dual Language students, requiring a more systematic campus response to identified performance gaps.
Root Cause: The root cause is inconsistent use of disaggregated data, targeted progress monitoring, evidence-based intervention, appropriate scaffolds and linguistic supports, collaboration among instructional programs, and monitoring of whether specialized supports provide access to grade-level rigor without lowering academic expectations.

Student Learning

Student Learning Summary

In 2025–2026, Cottonwood Creek Elementary administered 582 STAAR tests across Reading Language Arts, Mathematics, and Science. Campus performance reflects meaningful growth in some areas, alongside persistent gaps that require focused intervention and instructional support.

In Reading Language Arts, 71% of students reached Approaches grade level, 51% reached Meets, and 20% reached Masters. This represents improvement from the prior year and reflects the campus meeting its 2026 RLA performance target. In Mathematics, 68% of students reached Approaches, 39% reached Meets, and 15% reached Masters — falling 10 percentage points short of the campus's 2026 Meets target of 49%. Mathematics remains the highest-priority academic need on campus. In Science, tested at 5th grade only, 65% of students reached Approaches, 34% reached Meets, and 10% reached Masters.

Disaggregated data reveals significant performance gaps among key student groups. Special Education students reached 43% Approaches and 20% Meets across all subjects. Economically Disadvantaged students reached 62% Approaches and 35% Meets. African American students reached 52% Approaches and 25% Meets. Emergent Bilingual students reached 70% Approaches and 40% Meets. These gaps drive the campus's 2025–2026 Closing the Gaps accountability score of 39, which represents the most urgent area of improvement for the campus's path to an A rating.

The campus earned an Academic Growth score of 66. Of 330 tests evaluated, 210.5 earned full annual growth points and 34 students who previously did not meet grade level advanced to grade level, earning accelerated learning credit. This growth performance is a strength to build upon.

Spring 2025–2026 NWEA Growth data shows that Grades 3 and 4 are the strongest performing grade levels, with Grade 4 Math averaging the 61st national percentile and Grade 3 Math averaging the 55th national percentile. Kindergarten Reading averaged the 42nd national percentile and Grade 2 Reading averaged the 47th, indicating that early literacy development requires additional instructional support in the primary grades. Projected STAAR proficiency data from spring NWEA shows 128 students currently projected at Did Not Meet, 162 at Approaches, 130 at Meets, and 88 at Masters, providing an early framework for 2026–2027 intervention planning.

In the current school year, IXL data shows active student engagement across Math and ELA. Students are averaging 24 skills mastered in Math and 17 skills mastered in ELA. The gap between skills practiced and skills mastered — particularly in ELA — indicates an opportunity to deepen instructional alignment with IXL practice to increase mastery rates.

Campus improvement efforts in 2026–2027 will focus on strengthening core mathematics instruction across all grade levels, expanding early literacy systems in Kindergarten through Grade 2, building targeted intervention systems for Special Education and Economically Disadvantaged students, and improving English Language Proficiency outcomes through structured academic language development. These priorities are directly aligned with the campus's goal of achieving an A on the State Accountability Rating.

Student Learning Strengths

Cottonwood Creek Elementary demonstrated several notable academic strengths in 2025–2026 that provide a strong foundation for continued growth.

Reading Language Arts was the highest performing subject on campus, with 71% of students reaching Approaches grade level, 51% reaching Meets, and 20% reaching Masters. The campus met its 2026 RLA performance target, reflecting the impact of consistent literacy instruction across grade levels.

The campus earned an Academic Growth score of 66, indicating that the majority of students are making expected annual academic progress. Of 330 tests evaluated, 210.5 earned full annual growth points. Additionally, 34 students who previously did not meet grade level successfully advanced to grade level, earning accelerated learning credit — a meaningful indicator that intervention and instructional support efforts are producing results for students who need it most.

NWEA Growth data from Spring 2025–2026 shows that Grades 3 and 4 are performing above the national average in Mathematics, with Grade 4 averaging the 61st national percentile and Grade 3 averaging the 55th national percentile. This positions students in the upper elementary grades competitively as they approach STAAR-tested content.

Emergent Bilingual students demonstrated relative strength compared to other subgroups, reaching 70% Approaches and 40% Meets across all tested subjects — meeting the TELPAS progress threshold and reflecting the effectiveness of bilingual and ESL instructional programming on campus.

IXL data from the current school year shows strong student engagement in both Math and ELA, with students averaging 24 skills mastered in Math and 17 in ELA, indicating that students are actively practicing and building academic skills outside of direct instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs.
Root Cause: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

Problem Statement 2: Student achievement and growth data demonstrate a need to increase the percentage of Cottonwood Creek Elementary students consistently mastering grade-level standards in Reading, Mathematics, and Science, with mathematics representing a significant area of need. Current data indicate that while 71% of students reached Approaches in Reading Language Arts, only 39% reached Meets in Mathematics, and
Root Cause: The root cause is inconsistent implementation of standards-aligned, cognitively demanding Tier I instruction across classrooms, including variability in lesson internalization, questioning, student discourse, academic monitoring, use of exemplars, pacing/closure, formative assessment, and timely instructional response to student data.

School Processes & Programs

School Processes & Programs Summary

Cottonwood Creek Elementary has established a variety of systems and programs designed to support student achievement, behavior, and staff development, including Leader in Me, Tier 1 behavior supports, and structured Professional Learning Communities (PLCs). While these systems are in place, analysis of campus data indicates a need for greater consistency, clarity, and alignment in implementation across all grade levels and teams.

Key areas for growth include strengthening Tier 1 behavior practices and positive reinforcement systems, increasing clarity and accountability within Leader in Me Action Teams, and ensuring professional development is responsive to teacher input and student data. Moving forward, the campus will focus on refining processes, building staff capacity through targeted professional development, and implementing systems with fidelity to improve overall effectiveness and student outcomes.

School Processes & Programs Strengths

Cottonwood Creek Elementary implements Leader in Me, and Restorative Practices to support student behavior while addressing students' physical, social, emotional, and mental needs. Students are consistently supervised throughout the building during arrival and dismissal through structured duty schedules, and designated monitoring zones are in place for recess.

Staff maintain regular communication with families through positive phone calls, newsletters, and digital platforms such as websites, email, and Skyward. Campus-wide communication is also shared through ParentSquare, electronic flyers, marquee postings, and social media to keep families and the community informed and engaged.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Cottonwood Creek Elementary lacks a fully developed and consistently implemented system of campus processes and programs that ensures all students -- particularly those in historically underserved subgroups -- receive equitable access to high-quality instruction, timely intervention, and structured academic support.
Root Cause: The root cause is the absence of clearly defined, documented, and consistently monitored campus-wide processes that connect student data to instructional action in a timely and structured way.

Problem Statement 2 (Prioritized): Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs.
Root Cause: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

Perceptions

Perceptions Summary

Cottonwood Creek Elementary serves 617 students with an overall average daily attendance rate of 95%. The campus continues to demonstrate strong commitment to leadership development, academic growth, family partnerships, and student support systems through implementation of Leader in Me practices, relationship-building structures, and collaborative learning opportunities.

The data indicates that Cottonwood Creek Elementary has many positive systems and relationships in place; however, several areas require targeted improvement, particularly related to:

Staff climate and collective efficacy

Student behavior and emotional regulation

Family trust and communication consistency

Student belonging and leadership ownership

Attendance supports for special populations

Consistency in systems, communication, and behavioral supports

Perceptions Strengths

Campus Strengths

Leadership & Academics

Staff reported positive ratings in:

Personal Effectiveness (78)

Interpersonal Effectiveness (74)

Instructional Efficacy (74)

Teacher-Led Practices (77)

Staff believe teachers contribute meaningfully to student academic growth.

Leadership language and Leader in Me practices are visible across the campus.

Academics was the highest-rated MRA domain (75).

Culture & Relationships

Staff rated School Climate positively (77).

Families rated School & Family Partnerships positively (77).

Strong peer relationships and supportive staff collaboration were noted during group discussions.

The campus emphasizes relationship-building and student leadership habits.

Attendance

Overall attendance remains strong at 95%.

Several student groups exceeded campus attendance averages:

Gifted & Talented: 96%

Military Connected: 96%

Two or More Races: 96.4%

Black/African American: 96%

Asian: 95.7%

Family Engagement

Parent and Family Engagement Survey results showed high ratings in:

Communication: 93%

Engagement: 93%

Overall Experience: 92%

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 1 (Prioritized): Staff, student, and family perception data indicate a need to strengthen feelings of belonging, trust, communication, consistency, and shared ownership across Cottonwood Creek Elementary.
Root Cause: The root cause is inconsistent campuswide systems for gathering and responding to stakeholder feedback, recognizing and supporting staff and students, communicating expectations, and intentionally building relationships among students, staff, families, and campus leadership.

Priority Problem Statements

Problem Statement 1: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs.

Root Cause 1: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Cottonwood Creek Elementary lacks a fully developed and consistently implemented system of campus processes and programs that ensures all students -- particularly those in historically underserved subgroups -- receive equitable access to high-quality instruction, timely intervention, and structured academic support.

Root Cause 2: The root cause is the absence of clearly defined, documented, and consistently monitored campus-wide processes that connect student data to instructional action in a timely and structured way.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Staff, student, and family perception data indicate a need to strengthen feelings of belonging, trust, communication, consistency, and shared ownership across Cottonwood Creek Elementary.

Root Cause 3: The root cause is inconsistent campuswide systems for gathering and responding to stakeholder feedback, recognizing and supporting staff and students, communicating expectations, and intentionally building relationships among students, staff, families, and campus leadership.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Focus Group(s) data

Goals

Revised/Approved: September 15, 2026

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: Student achievement at Meets Grade Level standard or above on STAAR in all subjects (Domain 1) will increase from 43% to 50%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During 2026-27, grade-level teams will analyze assessment data and student work in weekly PLCs, disaggregated by standard, grade, and student group, including Special Education, Emergent Bilingual, and students identified as at risk. Teams will document reteaching, enrichment, and intervention decisions in the CCES Snapshot and student progress tracker, assign staff, and review student response at the next PLC. Campus leaders will review implementation monthly and effectiveness in November, February, April, and June. **Strategy's Expected Result/Impact:** Increase STAAR Meets Grade Level or above across all subjects from 43% to 50%, with documented progress for Special Education, Emergent Bilingual, and at-risk students. Evidence: weekly PLC agendas, assessment analyses, CCES Snapshots, assigned interventions, student progress trackers, and STAAR and local-assessment results disaggregated by grade and student group. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Instructional Coach; Grade-Level Team Leaders; Teachers; Interventionists; Special Education Case Managers; Emergent Bilingual/Dual Language Staff **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** PLC implementation and instructional personnel support - SCE - (6100) Payroll Costs: Salaries - $6,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: During 2026-27, implement a protected campus intervention schedule in addition to grade-level Tier 1 instruction. Use assessment data to place students in targeted small groups or intensive Flex Groups, matching skill, language, frequency, and duration to need. Teachers will record attendance, instructional focus, and progress in the student progress tracker, review response weekly in PLCs, and adjust groups through the MTSS process while preserving required IEP services. Review implementation monthly and effectiveness in November, February, April, and June. **Strategy's Expected Result/Impact:** Students receive timely support matched to need and demonstrate mastery of targeted skills, contributing to 52% STAAR Meets and reduced subgroup gaps. Evidence: intervention schedules, rosters, attendance, skill checks, student progress tracker, and disaggregated assessment results. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional support coach, interventionists, classroom teachers, Special Education case managers, and EB/Dual Language staff. **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Intervention personnel and protected MTSS support - SCE - (6100) Payroll Costs: Salaries - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: During 2026-27, administrators and the instructional support coach will conduct weekly walkthroughs focused on HQIM, CCES Snapshot, Power 6, Kagan/student discourse, cognitive demand, and checks for understanding. Provide actionable feedback, document a teacher next step, and follow up through observation and student-work review. Use monthly trends to plan coaching and professional learning; evaluate in November, February, April, and June. **Strategy's Expected Result/Impact:** Strengthened Tier 1 instruction supports 52% STAAR Meets and the campus objective of consistent implementation in at least 90% of classrooms. Evidence: walkthrough trends, feedback and follow-up records, CCES Snapshots, student work, and common assessments. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional support coach, and grade-level team leaders. **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Instructional coaching and walkthrough support - SCE - (6100) Payroll Costs: Salaries - $3,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4: During 2026-27, grade-level teams will meet weekly in PLCs to internalize HQIM, unpack standards, complete the CCES Snapshot, plan Power 6 and Kagan structures, analyze common assessments, and plan reteaching, enrichment, and Flex Groups. General education, Special Education, intervention, and EB/Dual Language staff will coordinate supports. Team leaders will maintain weekly agendas and products; campus leaders will review artifacts monthly and at November, February, April, and June checkpoints.

Strategy's Expected Result/Impact: All collaborative teams implement the aligned instructional cycle, supporting 52% STAAR Meets and reduced subgroup gaps. Evidence: weekly PLC agendas, HQIM internalization, CCES Snapshots, common-assessment analyses, flexible-group plans, and student progress tracker.

Staff Responsible for Monitoring: Principal, assistant principals, instructional support coach, grade-level team leaders, teachers, Special Education case managers, interventionists, and EB/Dual Language staff.

Title I:
2.51
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1

Funding Sources: PLC facilitation and collaborative instructional planning - SCE - (6100) Payroll Costs: Salaries - $6,000

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5: Implement a campuswide MTSS academic framework that connects MAP, mCLASS, common formative assessments, district assessments, STAAR data, student work, and teacher observation to increasingly intensive instructional support. Students will receive standards-aligned Tier 1 instruction through HQIM, Power 6, the CCES Snapshot, PLC planning, and Kagan engagement structures. Students with identified skill deficits will receive Tier 2 and Tier 3 intervention in flexible, skill-based groups, with progress monitored according to the intensity of support.

Tier 1:

District-adopted HQIM, Power 6, CCES Snapshot lesson internalization, weekly PLC cycles, common formative assessments, Kagan cooperative-learning structures, differentiated small groups, and timely reteaching within core instruction.

Tier 2:

Targeted, skill-specific intervention using UFLI Foundations for foundational literacy and Spring Math for mathematics. Instruction will be delivered in small groups using explicit modeling, guided practice, frequent student response opportunities, corrective feedback, and regular progress monitoring.

Tier 3:

Intensive Flex Groups based on specific skill deficits using UFLI, Spring Math, HMH intervention resources, Camino al Exito, Proximo Camino, and other evidence-based resources matched to the student's identified language and learning needs. Student progress will be documented in the campus progress tracker, reviewed regularly, and used to determine whether students remain on the skill, advance to the next skill, require regrouping, or require additional MTSS problem-solving.

Implementation: During 2026-27, use UFLI teacher manuals and magnetic letters for explicit English foundational-reading instruction and word-building practice. Match HMH interventions, Camino al Exito, and Proximo Camino to identified skill and language needs. Teacher learning walks are professional learning that strengthens Tier 1 and intervention delivery, not a student intervention tier. Record skill targets, frequency, duration, attendance, and response in the student progress tracker; review weekly in PLCs and monthly through MTSS while preserving IEP services. Review effectiveness in November, February, April, and June.

Strategy's Expected Result/Impact: Students will receive instruction matched to their identified skill deficits and level of need. The campus will reduce the number of students projected at Did Not Meet from 128 to fewer than 90, increase Mathematics Meets from 39% to 49%, increase Science Meets from 34% to 44%, maintain or improve RLA Meets from 51%, and reduce achievement gaps for Special Education, Emergent Bilingual/Dual Language, Economically Disadvantaged, and African American students. Evidence: MAP, mCLASS, common assessments, UFLI and Spring Math progress monitoring, HMH and Spanish-language intervention records, Flex Group rosters, attendance, and the student progress tracker.

Staff Responsible for Monitoring: Principal; assistant principals; instructional support coach; interventionists; teachers; Special Education and EB/Dual Language staff.

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Funding Sources: MTSS intervention personnel and progress monitoring - SCE - (6100) Payroll Costs: Salaries - $10,000, Instructional Reading Resources - Title I, Part A - (6300) Supplies and Materials - $700

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Provide targeted STAAR acceleration and tutoring during the ten instructional days preceding STAAR for identified students in Grades 3-5. Up to six teachers will provide small-group instruction based on priority TEKS, common-assessment results, STAAR interim data, and individual student skill deficits. Student participation, instructional focus, and progress will be documented. **Strategy's Expected Result/Impact:** Identified students will demonstrate increased mastery of priority standards and movement toward Meets Grade Level or above, contributing to an increase in All Subjects Meets from 43% to 52%. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional support coach, and tutoring teachers. Review rosters and skill checks daily before STAAR, implementation in April, and STAAR outcomes in June. **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Extra-duty pay for up to six teachers -- Title I, Part A, 6100 Payroll Costs - Title I, Part A - (6100) Payroll Costs - $6,500				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Campus administrators and the instructional support coach will conduct weekly classroom walkthroughs using Power 6 and CCES instructional expectations, provide timely actionable feedback, identify one next step, and complete follow-up observations or coaching cycles to monitor implementation and impact. **Strategy's Expected Result/Impact:** At least 90% of classrooms will consistently implement standards-aligned, cognitively demanding Tier 1 instruction through HQIM, CCES Snapshots, Power 6, purposeful student discourse, checks for understanding, and responsive adjustments. Evidence will include walkthrough trends, feedback records, follow-up observations, student work, exit tickets, and common-assessment results. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Instructional Support Coach; Grade-Level Team Leads; Teachers **Title I:** 2.51, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Classroom observation and feedback implementation costs - Title I, Part A - (6400) Operating Cost - $1,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Grade-level PLCs will internalize RLA HQIM with CCES Snapshots, Power 6, Kagan structures, UFLI/HMH resources, and linguistic scaffolds; analyze common assessments and student work by standard and student group; provide skill-based reteaching, Flex Groups, and progress monitoring for all students, including Special Education and Emergent Bilingual/Dual Language students. **Strategy's Expected Result/Impact:** RLA Meets Grade Level or above will increase from 51% to 56%, with measurable MAP and mCLASS growth and reduced SPED and EB/Dual Language gaps. Evidence will be reviewed weekly in PLCs and formally in November, February, April, and June. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Instructional Support Coach; Grade-Level Team Leads; RLA Teachers; Interventionists; Special Education Case Managers; EB/Dual Language Staff **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** RLA intervention personnel and instructional support - SCE - (6100) Payroll Costs: Salaries - $3,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Grade-level PLCs will use HQIM, CCES Snapshots, Power 6, common assessments, SpringMath, and skill-based Flex Groups to plan standards-aligned mathematics instruction, reteach priority skills, and monitor progress by standard and student group, including Special Education, Emergent Bilingual/Dual Language, Economically Disadvantaged, and African American students. **Strategy's Expected Result/Impact:** Mathematics Meets Grade Level or above will increase from 39% to 49%, the number of students projected at Did Not Meet will decrease, and MAP growth and subgroup gaps will improve. PLCs will review progress weekly and campus leaders in November, February, April, and June. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Instructional Support Coach; Grade-Level Team Leads; Mathematics Teachers; Interventionists; Special Education Case Managers; EB/Dual Language Staff **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Mathematics intervention and instructional materials - Title I, Part A - (6300) Supplies and Materials - $3,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10: Each grade-level PLC will include Special Education case managers and EB/Dual Language staff to review disaggregated STAAR, MAP, mCLASS, TELPAS, common-assessment, IEP, and intervention data; verify IEP and linguistic accommodations; assign targeted instruction using HQIM, Camino al Exito/Proximo Camino and other evidence-based supports; and document student response in the campus progress tracker.

Strategy's Expected Result/Impact: Special Education Meets Grade Level or above will increase from 20% to 30%, and Emergent Bilingual Meets Grade Level or above will increase from 40% to 48%. Grade-level and student-group progress will be reviewed weekly in PLCs and formally at BOY, MOY, and EOY.

Staff Responsible for Monitoring: Principal; Assistant Principals; Instructional Support Coach; Grade-Level Team Leads; Teachers; Special Education Case Managers; EB/Dual Language Staff; Interventionists

Title I:
2.51
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Results Driven Accountability**

Problem Statements: School Processes & Programs 1

Funding Sources: Special Education and Emergent Bilingual instructional supports - Title I, Part A - (6300) Supplies and Materials - $2,000

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

School Processes & Programs
Problem Statement 1: Cottonwood Creek Elementary lacks a fully developed and consistently implemented system of campus processes and programs that ensures all students -- particularly those in historically underserved subgroups -- receive equitable access to high-quality instruction, timely intervention, and structured academic support. **Root Cause**: The root cause is the absence of clearly defined, documented, and consistently monitored campus-wide processes that connect student data to instructional action in a timely and structured way.

School Processes & Programs

Problem Statement 2: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: Students in grade 3 will increase from 34% to 40% of students achieving at 'meets' or higher on math STAAR assessments and from 49% to 58% on the reading STAAR assessments.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During 2026-27, Grade 3 teachers will use weekly PLCs to internalize reading and mathematics HQIM through the CCES Snapshot, Power 6, and Kagan structures. Analyze common assessments and student work by priority TEKS and student group, provide grade-level reteaching and skill-based Flex Groups, and use UFLI, HMH, Spanish-language interventions, or Spring Math according to assessed need. Update the student progress tracker weekly and review implementation monthly and results in November, February, April, and June. **Strategy's Expected Result/Impact:** Increase Grade 3 STAAR Meets or above from 34% to 53% in mathematics and from 49% to 58% in reading. Evidence: STAAR, MAP, common assessments, student work, PLC artifacts, Flex Group rosters, intervention progress monitoring, and student progress tracker, disaggregated for SPED and EB/Dual Language students. **Staff Responsible for Monitoring:** Grade 3 teachers and team leader, instructional support coach, assistant principal, interventionists, Special Education case managers, EB/Dual Language staff, and principal. **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** Grade 3 reading and mathematics intervention materials - Title I, Part A - (6300) Supplies and Materials - $2,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

School Processes & Programs

Problem Statement 1: Cottonwood Creek Elementary lacks a fully developed and consistently implemented system of campus processes and programs that ensures all students -- particularly those in historically underserved subgroups -- receive equitable access to high-quality instruction, timely intervention, and structured academic support. **Root Cause**: The root cause is the absence of clearly defined, documented, and consistently monitored campus-wide processes that connect student data to instructional action in a timely and structured way.

Problem Statement 2: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: By May 2027, 100% of students assessed through MAP Reading, MAP Mathematics, or mCLASS will have a documented individual growth goal, and at least 80% will meet or exceed that goal, compared with a beginning-of-year baseline of 0% with documented 2026-2027 growth-goal progress. PK Circle data will establish the 2026-2027 baseline for PK students. Results will be monitored by grade level and student group, including Special Education and Emergent Bilingual students.

HB3 Goal

Evaluation Data Sources: Starting points by grade: PK - Circle BOY; K - mCLASS BOY; Grade 1 - mCLASS and MAP Reading/Math BOY; Grade 2 - mCLASS and MAP Reading/Math BOY; Grades 3-5 - MAP Reading/Math BOY. Evidence will include BOY, MOY, and EOY growth reports; individual student growth goals; progress-monitoring records; PLC and MTSS data reviews; and results disaggregated by grade level, Special Education, and Emergent Bilingual status.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During 2026-27, administer campus-applicable MAP, mCLASS, and PK Circle assessments during district windows. After each window, teams will review student-level results, identify priority skills, establish or update individual goals, and assign instruction and intervention through the CCES Snapshot and Flex Groups. Monitor intervention response weekly and review growth and subgroup trends in PLCs. Establish the PK Circle baseline without inventing a prior-year comparison. Evaluate implementation and results in November, February, April, and June. **Strategy's Expected Result/Impact:** One hundred percent of students assessed through MAP Reading, MAP Mathematics, mCLASS, or PK Circle will have results reviewed after each assessment window and an identified individual growth goal or baseline measure. Students will demonstrate measurable progress toward their goals, with results reviewed by grade level and student group, including Special Education and Emergent Bilingual students. Evidence will include BOY, MOY, and EOY reports, assessment completion records, student growth goals, intervention progress monitoring, PLC and MTSS records, and the disaggregated student progress tracker. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional support coach, assessment coordinator, PK and grade-level teachers, interventionists, Special Education case managers, and EB/Dual Language staff. **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** Universal screener administration and data services - Title I, Part A - (6200) Contracted Services - $3,300				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.
School Processes & Programs
Problem Statement 1: Cottonwood Creek Elementary lacks a fully developed and consistently implemented system of campus processes and programs that ensures all students -- particularly those in historically underserved subgroups -- receive equitable access to high-quality instruction, timely intervention, and structured academic support. **Root Cause**: The root cause is the absence of clearly defined, documented, and consistently monitored campus-wide processes that connect student data to instructional action in a timely and structured way.
Problem Statement 2: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 4: By May 2027, Cottonwood Creek Elementary will implement a comprehensive wraparound-services system so that 100% of students identified through academic, attendance, behavior, social-emotional, Special Education, Emergent Bilingual, and family-need data receive documented, timely supports and progress monitoring.

Evaluation Data Sources: MTSS referral and service logs; attendance and discipline data; counseling and family-support records; intervention rosters; IEP and language-support documentation; MAP, mCLASS, Circle, Lexia English, and Lexia Core5 progress reports; monthly student-support team reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During 2026-27, the campus student-support team will meet monthly to review disaggregated academic, attendance, behavior, social-emotional, Special Education, Emergent Bilingual, and family-need data. The team will identify students needing wraparound services; connect students and families to academic interventions, counseling, attendance supports, behavior/SEL supports, health/basic-needs resources, and community partners; assign an owner and timeline; document services; and monitor response at each meeting. **Strategy's Expected Result/Impact:** One hundred percent of students identified for wraparound services will have a documented support plan, responsible staff member, service connection, and follow-up review. Evidence will include MTSS and counseling logs, attendance and discipline trends, intervention rosters, family contacts, community referrals, and student progress by grade and student group. **Staff Responsible for Monitoring:** Principal, assistant principals, dean of student support, counselors, nurse, attendance staff, classroom teachers, interventionists, Special Education case managers, and EB/Dual Language staff. Review implementation monthly and effectiveness in November, February, April, and June. **Title I:** 2.51, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Campuswide PLC, intervention planning, and progress monitoring personnel - SCE - (6100) Payroll Costs: Salaries - $4,899, Online Student Software Program - Title I, Part A - (6300) Supplies and Materials - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: During 2026-27, provide Lexia English to Emergent Bilingual students to strengthen academic English and literacy and Lexia Core5 to all students identified with foundational reading-skill needs. Staff will use diagnostic placement, set weekly usage and unit-completion expectations, review student progress in PLC and MTSS meetings, provide targeted teacher-led instruction based on Lexia data, and adjust supports at least monthly. **Strategy's Expected Result/Impact:** One hundred percent of identified students will have access to the appropriate Lexia program and documented progress monitoring. EB students will demonstrate growth in academic English and literacy, and participating students will demonstrate growth in foundational reading skills. Evidence: Lexia English/ Core5 usage, units, skill checks, progress reports, mCLASS/MAP data, intervention rosters, and disaggregated PLC/ MTSS reviews. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional support coach, interventionists, classroom teachers, Special Education case managers, and EB/Dual Language staff. Review usage weekly, progress monthly, and effectiveness in November, February, April, and June. **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Results Driven Accountability** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** Lexia English and Lexia Core5 licenses and implementation resources - Title I, Part A - (6300) Supplies and Materials - $3,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

School Processes & Programs

Problem Statement 1: Cottonwood Creek Elementary lacks a fully developed and consistently implemented system of campus processes and programs that ensures all students -- particularly those in historically underserved subgroups -- receive equitable access to high-quality instruction, timely intervention, and structured academic support. **Root Cause**: The root cause is the absence of clearly defined, documented, and consistently monitored campus-wide processes that connect student data to instructional action in a timely and structured way.

Problem Statement 2: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 1: Retain teachers achieving 80% student growth or higher.

Evaluation Data Sources: Retention/resignation data, Screener data (MAP, mCLASS, Circle), Stay surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement structured teacher learning walks during PLC times. Teachers will complete two six-minute classroom visits using the CCES Student Learning Walk tool and focus on learning versus compliance, rigor versus practice, student engagement, Power 6, HQIM, and evidence of learning. **Strategy's Expected Result/Impact:** Teachers apply observed high-impact practices, strengthen student engagement and cognitive demand, and receive professional support that contributes to retaining teachers achieving 80% student growth or higher. Evidence: completed learning-walk tools, PLC debriefs, teacher action steps, follow-up walkthroughs, student work and growth data, stay surveys, and retention records. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional support coach, and grade-level team leaders. Conduct learning walks during scheduled PLC opportunities in 2026-27; debrief each cycle, document one instructional next step, follow up in PLCs/walkthroughs, and evaluate in November, February, April, and June. **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Teacher learning-walk facilitation and support - Title I, Part A - (6200) Contracted Services - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Following each learning walk, teachers will document one instructional action for implementation. Instructional leaders will review reflections, provide feedback, and conduct follow-up walkthroughs within four instructional weeks to determine implementation and impact. **Strategy's Expected Result/Impact:** Teachers implement the action identified after each learning walk and receive timely coaching, strengthening instructional practice and support for high-growth teacher retention. Evidence: reflections, action-step logs, coaching feedback, follow-up walkthroughs within four instructional weeks, student work, growth data, stay surveys, and retention records. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional support coach, grade-level team leaders, and participating teachers. Maintain the reflection-to-action-to-follow-up cycle throughout 2026-27; review implementation monthly and evaluate in November, February, April, and June. **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Instructional follow-up coaching and implementation support - SCE - (6100) Payroll Costs: Salaries - $4,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Recruit, select, onboard, mentor, develop, and retain highly effective teachers and paraprofessionals. Use structured hiring protocols, assign a trained mentor to every novice and new-to-campus teacher, provide role-specific onboarding, coaching, PLC support, and ongoing job-embedded professional learning for teachers and paraprofessionals, including Special Education and Emergent Bilingual supports. Review vacancy, participation, implementation, stay-survey, and retention data quarterly. **Strategy's Expected Result/Impact:** Fill 100% of campus vacancies with qualified staff; assign a mentor to 100% of novice and new-to-campus teachers; and document role-aligned professional learning for 100% of teachers and paraprofessionals. Evidence will include recruiting and selection records, mentor assignments and logs, onboarding rosters, PD attendance and follow-up artifacts, walkthrough and coaching data, stay surveys, and retention records reviewed in November, February, April, and June. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Instructional Coach; Mentor Teachers; Grade-Level Team Leaders; Special Education and Emergent Bilingual Leaders; Teachers; Paraprofessionals **Title I:** 2.51, 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Recruiting, new-teacher mentoring, and teacher/paraprofessional professional learning - Title I, Part A - (6200) Contracted Services - $500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

School Processes & Programs
Problem Statement 2: Cottonwood Creek Elementary does not yet demonstrate consistent implementation of aligned systems for PLCs, curriculum, assessment, intervention, progress monitoring, professional learning, and leadership across all grade levels and instructional programs. **Root Cause**: The root cause is the absence of fully developed, clearly documented, consistently implemented, and routinely monitored campus processes that define expectations, ownership, timelines, data-response protocols, and accountability for instructional and student-support systems.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: By May 2027, Cottonwood Creek Elementary will achieve at least 60% family participation in the Spring Parent Perception Survey through accessible English/Spanish communication, reminders, and opportunities to provide feedback.

Evaluation Data Sources: Spring Parent Perception Survey participation records: number of unique households submitting at least one completed survey divided by the number of unique campus households invited, multiplied by 100. Count each household once. Use household invitation and completion totals rather than student enrollment. Fall survey participation will inform outreach; positive-response percentages will be reviewed separately from participation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During the 2026-27 fall and spring Parent Perception Survey windows, provide families accessible survey links and English/Spanish communication through campus newsletters, teachers, and family events. Monitor campus participation during each window, provide reminders and assistance, and review feedback with campus leadership to identify actions. Communicate resulting improvements to families and review progress in November, February, April, and June. **Strategy's Expected Result/Impact:** By May 2027, achieve at least 60% family participation in the Spring Parent Perception Survey and broaden representation in family feedback. Calculate participation as unique households submitting at least one completed survey divided by unique campus households invited, multiplied by 100; count each household once. Evidence: household invitation and completion totals, participation rates, English/Spanish communication and reminder records, survey feedback, and documented feedback-to-action steps. **Staff Responsible for Monitoring:** Principal, assistant principals, counselors, campus office staff, grade-level team leaders, and classroom teachers. **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** Parent survey outreach and participation costs - Title I, Part A - (6400) Operating Cost - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a bilingual family-engagement and stakeholder-feedback cycle through ParentSquare, campus newsletters, family events, student leadership and clubs, fall and spring surveys, and documented follow-up. Campus leaders will review participation and feedback by student group and communicate resulting actions to families. **Strategy's Expected Result/Impact:** At least 60% of unique campus households will participate in the Spring Parent Perception Survey, with improved evidence of belonging, trust, communication, and shared ownership. Review outreach and participation monthly and feedback-to-action results in November, February, April, and June. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Counselors; Family Engagement Staff; Campus Office Staff; Grade-Level Team Leads; Teachers **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** Bilingual family engagement and stakeholder outreach - Title I, Part A - (6400) Operating Cost - $1,000, family event materials and supplies - Title I, Part A - (6300) Supplies and Materials - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Staff, student, and family perception data indicate a need to strengthen feelings of belonging, trust, communication, consistency, and shared ownership across Cottonwood Creek Elementary. **Root Cause**: The root cause is inconsistent campuswide systems for gathering and responding to stakeholder feedback, recognizing and supporting staff and students, communicating expectations, and intentionally building relationships among students, staff, families, and campus leadership.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: Establish a baseline and increase the percentage of students scoring satisfactory on the Student Experience Survey for the 2026-2027 school year.

Evaluation Data Sources: Student experience survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During 2026-27, administer the Student Experience Survey in district windows and establish the campus baseline for satisfactory responses. Review safety, belonging, adult connection, and student voice by grade and student group where reporting permits. Use student feedback, counselor input, and club participation data to identify barriers and implement responsive classroom and campus actions. Review follow-through monthly and evaluate in November, February, April, and June. **Strategy's Expected Result/Impact:** Establish the campus baseline and increase satisfactory student-experience responses, with stronger safety, belonging, and adult connection. Evidence: survey participation and results, student feedback, counselor records, club participation, and documented campus action steps. **Staff Responsible for Monitoring:** Principal, assistant principals, dean of student support, counselors, grade-level team leaders, classroom teachers, and club sponsors. **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** Student experience survey and analysis services - Title I, Part A - (6200) Contracted Services - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish and reinforce PK-5 behavior expectations and a campuswide violence, bullying, and harassment prevention and response system within MTSS. Provide prevention lessons, staff training, accessible reporting, prompt investigation and documentation, restorative supports, and family communication. Review discipline, attendance, counselor, and Student Experience Survey data by grade and student group; assign Tier 2/3 supports and monitor response. **Strategy's Expected Result/Impact:** All staff will receive prevention and response expectations, and all reported incidents will be documented and addressed according to policy. Office referrals and repeated violence, bullying, harassment, and behavioral incidents will decrease 15% from the 2025-26 baseline while safety, belonging, and adult-connection responses increase. Review monthly and in November, February, April, and June, disaggregated for Special Education, Emergent Bilingual, at-risk, race/ethnicity, and grade. **Staff Responsible for Monitoring:** Principal; Assistant Principals; Dean of Student Support; Counselors; MTSS Team; Grade-Level Team Leads; Teachers; Paraprofessionals; Special Education and Emergent Bilingual Staff **Title I:** 2.51 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** Behavior and SEL intervention materials - Title I, Part A - (6300) Supplies and Materials - $1,631				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement coordinated school health programming through required PE, daily physical-activity and movement opportunities, age-appropriate health and wellness instruction, campus wellness supports, and FitnessGram administration for applicable grades. Review FitnessGram, participation, attendance, nurse, behavior, and Student Experience Survey data by grade and student group, including Special Education, Emergent Bilingual, and at-risk students, and adjust supports during quarterly reviews. **Strategy's Expected Result/Impact:** One hundred percent of students will receive required physical education and daily physical-activity opportunities, and 100% of eligible students will complete FitnessGram. Campus teams will document participation and review fitness, attendance, nurse, behavior, and student-experience indicators in November, February, April, and June. Evidence will include PE schedules, activity logs, FitnessGram completion/ results, wellness lessons, support records, and disaggregated review notes. **Staff Responsible for Monitoring:** Principal; Assistant Principals; PE Teachers; Campus Nurse; Counselors; Classroom Teachers; Paraprofessionals; Special Education and Emergent Bilingual Staff **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Coordinated school health, physical activity, and FitnessGram materials - Title I, Part A - (6300) Supplies and Materials - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Cottonwood Creek Elementary lacks a fully developed and consistently implemented system of campus processes and programs that ensures all students -- particularly those in historically underserved subgroups -- receive equitable access to high-quality instruction, timely intervention, and structured academic support. **Root Cause**: The root cause is the absence of clearly defined, documented, and consistently monitored campus-wide processes that connect student data to instructional action in a timely and structured way.

Perceptions
Problem Statement 1: Staff, student, and family perception data indicate a need to strengthen feelings of belonging, trust, communication, consistency, and shared ownership across Cottonwood Creek Elementary. **Root Cause**: The root cause is inconsistent campuswide systems for gathering and responding to stakeholder feedback, recognizing and supporting staff and students, communicating expectations, and intentionally building relationships among students, staff, families, and campus leadership.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 3: Increase the number of active CTE and community business partnerships by 5% over the prior-year count for the 2026-2027 school year.

Evaluation Data Sources: Partnerships: Knowledge, Technical, Trade, Professional, Program
Experiences: Classroom Support, Field Experience, Student Internships, CTE Events, Program Sponsor, Advisory Boards, Program Advisor

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During 2026-27, maintain a campus inventory of active community and business partnerships using district definitions. Identify and develop partnerships that support elementary career awareness, classroom enrichment, robotics, literacy, fine arts, service, and student clubs. Record each partner, campus contact, activity, students served, and evidence of active participation. Review the inventory each semester and evaluate in November, February, April, and June in coordination with district staff. **Strategy's Expected Result/Impact:** Increase active, documented partnerships and equitable access to elementary enrichment, contributing to the district objective of 5% growth over the prior-year count. Evidence: verified prior-year and current inventories, partner activity logs, participation records, and student/staff feedback. Do not count prospective contacts as active partnerships. **Staff Responsible for Monitoring:** Principal, assistant principals, counselors, club sponsors, UIL Coordinator, and designated campus partnership contact, in coordination with district partnership staff. **Title I:** 2.51 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** Community partnership support services - Title I, Part A - (6200) Contracted Services - $600				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: Staff, student, and family perception data indicate a need to strengthen feelings of belonging, trust, communication, consistency, and shared ownership across Cottonwood Creek Elementary. **Root Cause**: The root cause is inconsistent campuswide systems for gathering and responding to stakeholder feedback, recognizing and supporting staff and students, communicating expectations, and intentionally building relationships among students, staff, families, and campus leadership.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 1: Increase the percentage alignment between budget allocations and student outcomes, as measured by the district resource-allocation index, for the 2026-2027 school year.

Evaluation Data Sources: District budget-to-outcome alignment index; grant tracking records; Campus Improvement Plan (CIP) budget alignment data; Usage Reports, Cost per student.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During 2026-27, review campus resource requests and expenditures against prioritized CNA needs, CIP strategies, and intended student outcomes. Maintain a crosswalk of approved resources, responsible staff, students served, implementation evidence, and progress measures. Review resource use and outcomes at November, February, April, and June checkpoints with district finance/program staff; verify allowable uses and approved balances before commitments. **Strategy's Expected Result/Impact:** Improved documented alignment between campus resources and student needs, contributing to the district resource-allocation index objective. Evidence: CIP-to-budget crosswalk, approved budgets, expenditure records, implementation/usage reports, students served, cost-per-student calculations where applicable, and student outcome data. **Staff Responsible for Monitoring:** Principal, principal secretary, assistant principals, instructional support coach, and program leads, in coordination with district finance and federal/state program staff. **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations **Problem Statements:** School Processes & Programs 1 **Funding Sources:** CIP resource monitoring and implementation costs - Title I, Part A - (6400) Operating Cost - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Cottonwood Creek Elementary lacks a fully developed and consistently implemented system of campus processes and programs that ensures all students -- particularly those in historically underserved subgroups -- receive equitable access to high-quality instruction, timely intervention, and structured academic support. **Root Cause**: The root cause is the absence of clearly defined, documented, and consistently monitored campus-wide processes that connect student data to instructional action in a timely and structured way.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 2: Increase the percentage of positive responses on the annual Climate Survey related to safety and operations for the 2026-2027 school year.

Evaluation Data Sources: Annual Climate Survey (Fall and Spring administrations); safety- and operations-related survey items

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During 2026-27, review fall and spring Climate Survey safety/operations feedback and campus concerns to identify needed improvements in communication, arrival/dismissal, supervision, and daily procedures. Maintain an action log with an owner, due date, follow-up evidence, and communication back to staff/families as appropriate. Review open items monthly and evaluate progress in November, February, April, and June, coordinating facilities and safety issues with district staff. **Strategy's Expected Result/Impact:** Increase positive Climate Survey responses related to safety and operations and improve timely resolution of identified concerns. Evidence: fall/spring survey results, operational feedback, action logs, staff communication, and completion/follow-up records. **Staff Responsible for Monitoring:** Principal, assistant principals, dean of student support, campus office staff, counselors, and designated operations staff, in coordination with district safety and facilities staff. **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations **Problem Statements:** Perceptions 1 **Funding Sources:** Safety and operations improvement services - Title I, Part A - (6200) Contracted Services - $700				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Staff, student, and family perception data indicate a need to strengthen feelings of belonging, trust, communication, consistency, and shared ownership across Cottonwood Creek Elementary. **Root Cause**: The root cause is inconsistent campuswide systems for gathering and responding to stakeholder feedback, recognizing and supporting staff and students, communicating expectations, and intentionally building relationships among students, staff, families, and campus leadership.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	10	Each grade-level PLC will include Special Education case managers and EB/Dual Language staff to review disaggregated STAAR, MAP, mCLASS, TELPAS, common-assessment, IEP, and intervention data; verify IEP and linguistic accommodations; assign targeted instruction using HQIM, Camino al Exito/Proximo Camino and other evidence-based supports; and document student response in the campus progress tracker.
1	4	2	During 2026-27, provide Lexia English to Emergent Bilingual students to strengthen academic English and literacy and Lexia Core5 to all students identified with foundational reading-skill needs. Staff will use diagnostic placement, set weekly usage and unit-completion expectations, review student progress in PLC and MTSS meetings, provide targeted teacher-led instruction based on Lexia data, and adjust supports at least monthly.

State Compensatory

Budget for Cottonwood Creek Elementary School

Total SCE Funds: $3,662.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Cottonwood Creek Elementary conducted a collaborative Comprehensive Needs Assessment (CNA) to identify campus strengths, priority needs, root causes, and areas requiring focused improvement for the 2026–2027 school year. The process included input from campus administrators, teachers, instructional support staff, Special Education and Emergent Bilingual/Dual Language staff, counselors, interventionists, parents and families, and other campus stakeholders. Stakeholders reviewed multiple sources of quantitative and qualitative data to ensure that campus priorities reflected the needs of the whole child and the entire school community.

The CNA included a review of STAAR achievement and growth data, MAP Reading and Mathematics results, mCLASS and PK Circle data, common assessments, student work, intervention and progress-monitoring records, attendance and chronic absenteeism, behavior and discipline trends, demographic information, perception surveys, program implementation data, and family and staff feedback. Data were disaggregated by grade level and student group, with particular attention given to students receiving Special Education services, Emergent Bilingual students, economically disadvantaged students, and students receiving Tier 2 or Tier 3 intervention.

Through collaborative data analysis, stakeholders identified strengths, performance gaps, contributing factors, and root causes across the areas of student learning; school processes and programs; demographics; and perceptions. The team determined that inconsistent implementation and monitoring of campuswide instructional and student-support systems contributed to gaps in achievement, growth, attendance, behavior, and stakeholder perceptions. These findings were used to develop and prioritize problem statements that directly informed the goals, performance objectives, strategies, resources, and funding included in the Campus Improvement Plan.

The resulting CIP is organized around the campus's three "Big Rocks"—Culture, Alignment, and Rigor—and incorporates the districtwide expectations for professional learning communities, the Power 6 instructional framework, MTSS, and the classroom observation and feedback loop. Strategies include clear actions, responsible staff members, expected outcomes, timelines, progress-monitoring measures, Title I components, TEA Priorities, ESF Levers, identified problem statements, and aligned funding sources.

Campus leadership and collaborative teams will monitor implementation through weekly PLCs, classroom observations and feedback, MTSS meetings, student-support reviews, assessment windows, attendance and discipline reviews, intervention data, and scheduled formative evaluations in November, February, April, and June. Progress will be reviewed by grade level and student group, including Special Education and Emergent Bilingual students. The CNA and CIP will remain living documents and will be adjusted throughout the year when data indicate that strategies, supports, resources, or accountability measures need to be strengthened.

1.2: Location for Evidence of Multiple Meetings Held

Evidence of multiple CNA/CIP stakeholder meetings is maintained in Plan4Learning under the Committees section. Evidence includes dated meeting agendas, sign-in sheets or attendance records, meeting minutes, presentation materials, stakeholder feedback, data-review documents, and records of decisions or revisions made during each meeting.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of the 2026–2027 Cottonwood Creek Elementary Schoolwide Program/Campus Improvement Plan began during summer 2026 with a preliminary review of prior-year academic, attendance, behavior, demographic, program, and perception data. Campus leadership gathered stakeholder feedback and reviewed the needs of all student groups, with particular attention to students receiving Special Education services, Emergent Bilingual students, economically disadvantaged students, and students requiring Tier 2 or Tier 3 support.

During August and September 2026, the campus leadership team, Guiding Coalition, teachers, instructional support staff, parents and families, and other stakeholders participated in multiple meetings to review disaggregated data, identify campus strengths and needs, develop root causes and priority problem statements, and establish goals, performance objectives, strategies, accountability measures, and funding allocations. The Plan4Learning Design Team met on September 3, 2026, to review the CNA and align the CIP with district goals and campus priorities. The plan was revised and approved on September 15, 2026.

The CNA and CIP will remain living documents. Stakeholders will continue reviewing implementation and student outcomes through PLCs, MTSS meetings, student-support meetings, classroom observation and feedback cycles, and scheduled formative reviews. Additional Plan4Learning Design Team reviews are scheduled for October 15, 2026, and January 5, 2027, with campus progress also evaluated in November, February, April, and June.

Evidence of multiple meetings is maintained in the Cottonwood Creek Elementary CNA/CIP shared Google Drive folder and in Plan4Learning under the Committees section. Documentation includes dated agendas, sign-in sheets or attendance records, meeting minutes, presentation materials, stakeholder feedback, data-review documents, and records of revisions made to the CNA and CIP.

2.2: Stakeholders 1114(b)(2)

Cottonwood Creek Elementary includes staff and community representatives throughout the development, review, and revision of the Schoolwide Program/Campus Improvement Plan. Campus administrators, classroom teachers, the instructional coach, instructional support staff, Special Education and Emergent Bilingual/Dual Language representatives, counselors, paraprofessionals, and community representatives are invited to participate in CNA/CIP meetings and provide perspectives related to student learning, school processes and programs, demographics, and perceptions.

Stakeholders review disaggregated academic, growth, attendance, behavior, discipline, program, and perception data. Particular attention is given to the experiences and outcomes of students receiving Special Education services, Emergent Bilingual students, economically disadvantaged students, and students receiving Tier 2 or Tier 3 support. Participants identify campus strengths and needs, examine root causes, prioritize problem statements, and provide input regarding goals, performance objectives, strategies, accountability measures, resources, and funding.

Feedback is solicited through CNA/CIP and Guiding Coalition meetings, staff surveys, team and PLC discussions, campus committees, written or electronic feedback opportunities, and ongoing communication with campus leadership. Stakeholder recommendations are reviewed by the campus leadership team and used to revise the CNA and CIP when supported by campus data and program requirements. Progress and implementation feedback will continue to be collected during scheduled formative reviews throughout the school year.

The official stakeholder list, including participants' names, roles, and representation, is maintained in Plan4Learning under the Committees section. Supporting evidence—including dated agendas, sign-in sheets or electronic attendance records, meeting minutes, stakeholder feedback, presentations, and records of plan revisions—is maintained in the Cottonwood Creek Elementary CNA/CIP shared Google Drive folder.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Cottonwood Creek Elementary Schoolwide Program/Campus Improvement Plan is made available to the district, parents, staff, community members, and the public through the Hutto Independent School District website. The plan is presented in a clear, organized, and understandable format and is available in both English and Spanish to support meaningful access for the campus community. Individuals who need assistance accessing or understanding the plan may contact the campus or district for additional support.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Cottonwood Creek Elementary develops and implements its Schoolwide Program/Campus Improvement Plan in coordination with applicable Federal, State, district, campus, and community resources. Title I, Part A and State Compensatory Education funds are coordinated with general operating funds and other applicable programs to support high-quality Tier 1 instruction, professional learning communities, the Power 6 instructional framework, MTSS, classroom observation and feedback, academic intervention, progress monitoring, and professional learning.

Campus services are coordinated with Special Education, Emergent Bilingual/Dual Language, counseling and social-emotional supports, attendance and behavior services, school health services, Child Nutrition, and district instructional programs. When student or family needs extend beyond campus resources, the student-support team coordinates referrals and services with appropriate district departments and community partners. Funding sources, personnel, and resources are aligned to identified CNA priority problem statements and are reviewed to reduce duplication, address service gaps, and ensure equitable access to academic and wraparound supports.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The Statutorily Required Descriptions for Title I are addressed within the strategies included in the Campus Improvement Plan. Each applicable strategy is aligned to the appropriate Title I component, identified CNA priority problem statement, TEA Priority, ESF Lever, accountability measure, staff responsible for monitoring, and funding source. Collectively, the strategies address high-quality instruction, academic intervention, student-support systems, professional learning, data-informed decision-making, and increased opportunities for all students, particularly Special Education, Emergent Bilingual, economically disadvantaged, and other students identified as needing additional support.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation of Schoolwide Program effectiveness is maintained in Plan4Learning through the Formative and Summative Review sections and in the Cottonwood Creek Elementary CNA/CIP shared Google Drive folder. Supporting documentation includes dated agendas, attendance records or sign-in sheets, meeting minutes, PLC and MTSS records, classroom observation and feedback data, presentations, stakeholder feedback, funding and expenditure records, and copies of the data reviewed.

Campus leadership and collaborative teams evaluate implementation and effectiveness using STAAR, MAP, mCLASS, PK Circle, common assessments, student work, intervention progress-monitoring data, attendance, behavior and discipline data, program-implementation evidence, and perception data. Results are disaggregated by grade level and student group, with particular attention given to students receiving Special Education services, Emergent Bilingual students, economically disadvantaged students, and students receiving Tier 2 or Tier 3 support.

Formative reviews are documented in Plan4Learning throughout the year, with formal reviews conducted in November, February, April, and June. During these reviews, the campus determines whether strategies are being implemented with fidelity, whether expected outcomes are being achieved, and whether adjustments to actions, resources, funding, timelines, or accountability measures are needed. An annual evaluation is documented in the Summative Review. Evaluation findings are incorporated into the following year’s CNA process and used to revise priority problem statements, goals, performance objectives, strategies, and resource allocations.

Campus Funding Summary

Title I, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Extra-duty pay for up to six teachers -- Title I, Part A, 6100 Payroll Costs		$6,500.00
				Sub-Total	$6,500.00
				Budgeted Fund Source Amount	$6,500.00
				+/- Difference	$0.00

Title I, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Universal screener administration and data services		$3,300.00
2	1	1	Teacher learning-walk facilitation and support		$500.00
2	1	3	Recruiting, new-teacher mentoring, and teacher/paraprofessional professional learning		$500.00
3	2	1	Student experience survey and analysis services		$1,000.00
3	3	1	Community partnership support services		$600.00
4	2	1	Safety and operations improvement services		$700.00
				Sub-Total	$6,600.00
				Budgeted Fund Source Amount	$6,600.00
				+/- Difference	$0.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Instructional Reading Resources		$700.00
1	1	9	Mathematics intervention and instructional materials		$3,000.00
1	1	10	Special Education and Emergent Bilingual instructional supports		$2,000.00
1	2	1	Grade 3 reading and mathematics intervention materials		$2,000.00
1	4	1	Online Student Software Program		$2,000.00
1	4	2	Lexia English and Lexia Core5 licenses and implementation resources		$3,000.00
3	1	2	family event materials and supplies		$1,000.00
3	2	2	Behavior and SEL intervention materials		$1,631.00
3	2	3	Coordinated school health, physical activity, and FitnessGram materials		$500.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$15,831.00
				Budgeted Fund Source Amount	$12,131.00
				+/- Difference	-$3,700.00

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Classroom observation and feedback implementation costs		$1,000.00
3	1	1	Parent survey outreach and participation costs		$1,000.00
3	1	2	Bilingual family engagement and stakeholder outreach		$1,000.00
4	1	1	CIP resource monitoring and implementation costs		$1,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$1,000.00

SCE - (6100) Payroll Costs: Salaries					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	PLC implementation and instructional personnel support		$6,000.00
1	1	2	Intervention personnel and protected MTSS support		$10,000.00
1	1	3	Instructional coaching and walkthrough support		$3,000.00
1	1	4	PLC facilitation and collaborative instructional planning		$6,000.00
1	1	5	MTSS intervention personnel and progress monitoring		$10,000.00
1	1	8	RLA intervention personnel and instructional support		$3,000.00
1	4	1	Campuswide PLC, intervention planning, and progress monitoring personnel		$4,899.00
2	1	2	Instructional follow-up coaching and implementation support		$4,000.00
				Sub-Total	$46,899.00
				Budgeted Fund Source Amount	$46,899.00
				+/- Difference	$0.00

SCE - (6100) Payroll Costs: Extra Duty					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,662.00

SCE - (6100) Payroll Costs: Extra Duty					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$3,662.00
				Grand Total Budgeted	$80,792.00
				Grand Total Spent	$79,830.00
				+/- Difference	$962.00

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	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Child Abuse and Neglect	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Coordinated Health Program	Chris Zito	11/4/2025	Audrey Corporon	9/15/2026
Technology Integration	Kelly Hong	11/4/2025	Audrey Corporon	9/15/2026
Decision-Making and Planning Policy Evaluation	Jason McAuliffe	5/25/2023	Audrey Corporon	9/15/2026
Disciplinary Alternative Education Program (DAEP)	Kyle Ruggirello	11/16/2023	Audrey Corporon	9/15/2026
Dropout Prevention	Elva Torres	11/4/2025	Audrey Corporon	9/15/2026
Dyslexia Treatment Program	Victoria Linzenmeyer	11/4/2025	Audrey Corporon	9/15/2026
Title I, Part C Migrant	Elva S. Torres	11/4/2025	Audrey Corporon	9/15/2026
Pregnancy Related Services	Kyle Ruggirello	4/1/2005	Audrey Corporon	9/15/2026
Post-Secondary Preparedness	Tonesha Holland	11/4/2025	Audrey Corporon	9/15/2026
Recruiting Teachers and Paraprofessionals	Gaye Rosser	1/25/2024	Audrey Corporon	9/15/2026
Student Welfare: Crisis Intervention Programs and Training	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Student Welfare: Discipline/Conflict/Violence Management	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Texas Behavior Support Initiative (TBSI)	Kyle Ruggirello		Audrey Corporon	9/15/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief William Edwards	2/26/2026	Audrey Corporon	9/15/2026