



DEER CREEK ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

At Deer Creek we are committed to nurturing life long and independent learners by empowering all students in a safe, inclusive, and diverse learning environment through meaningful relationships to achieve their full potential.

Vision

Our vision is to help all students learn and grow in a safe, welcoming school where everyone is valued.

Campus Values

We value high academic achievement.

All students can learn through a variety of instructional methods and opportunities that meet their individual needs.

Learning is enhanced through social interaction in a diverse setting.

We value a safe and secure learning environment.

We value a positive workplace in which each employee is appreciated and is provided opportunities for professional growth.

We respect and value the opinions of all students, employees and school community members.

We encourage open, effective and timely communication with all stakeholders.

We support effective stewardship of public resources.



Comprehensive Needs Assessment

Needs Assessment Overview

Campus administrators collaborate with staff and respective planning committees (CPOC- Campus Performance Objective Committee) and CLT (Campus Leadership Team) to develop the campus improvement plans. The campus' Comprehensive Needs Assessment is used to guide the alignment and focus of the strategies to our mission, which is to nurture life long and independent learners by empowering all students in a safe, inclusive, and diverse learning environment through meaningful relationships to achieve their full potential.

The design framework of this plan addresses the four specific goals for Crowley ISD:

Goal 1: Thriving Students

Goal 2: Engaged Community

Goal 3: Empowered Staff

Goal 4: Safe and Healthy Environment

The CPOC reviews all strategies at least three times during the school year (November, February, and May) and perform a summative review in July. As we continue to work to complete the strategies throughout the school year, strategies may be modified to reach our Goal Performance Measures and all other targeted measures.

Demographics

Demographics Summary

Deer Creek Elementary is a Pre-Kindergarten through Fifth grade campus located in Crowley, Texas. Opening in 1976, DCE has a rich tradition of excellence rooted in community and family support. Deer Creek is home to multiple languages and currently serves as the Regional Day School for the Deaf. American Sign Language (ASL) is taught on campus to serve our hearing impaired students and families. In addition, Deer Creek houses a Two-Way Dual Language Program where students can receive instruction in both English and Spanish. Currently serving approximately 542 students, the demographics of Deer Creek Elementary are as follows: Male - 49%; Female - 52%; Hispanic - 69%; African American - 19%; White - 8%; Asian - 0.1%; Multi-Racial - 4%; Native Hawaiian .2%; American Indian- .1%; Economically Disadvantaged - 69%; Limited English Proficient - 41%; At-Risk - 62%; Special Education - 15%; Deer Creek Attendance Rate - 96%.

Demographics Strengths

The theme for the 2025-2026 school year is “Growth is MANDATORY.” We believe diversity is our strength. Culture is celebrated. Self-expression is encouraged. All are valued. The beauty of Deer Creek lies in the diversity of the very people in our building. We take pride in honoring and celebrating every student and his or her story. The vision statement: “At Deer Creek we are committed to nurturing life long and independent learners by empowering all students in a safe, inclusive, and diverse learning environment through meaningful relationships to achieve their full potential.” We wholeheartedly believe in a family atmosphere and an inclusive environment for all stakeholders. Since 2025, our Hispanic population has increased by 4%. All of our teachers are ESL certified. Staff years of experience range from 0 years to 35 years, with more than half the staff having over 15 years experience. Deer Creek Elementary is a Title I campus.

Student Achievement

2024 STAAR to 2025 STAAR Comparison									
Deer Creek	STAAR 2024			STAAR 2025			Difference		
	Appro aches	Meets	Maste rs	Appro aches	Meets	Master s	Appro aches	Meets	Maste rs
3rd Reading	61%	42%	10%	63%	26%	9%	3%	-16%	-1%
4th Reading	85%	36%	14%	65%	31%	7%	-20%	-5%	-7%
5th Reading	75%	47%	23%	85%	65%	21%	10%	18%	-2%
3rd Math	62%	39%	11%	63%	35%	12%	1%	-4%	1%
4th Math	66%	30%	15%	55%	32%	15%	-11%	2%	0%
5th Math	83%	50%	17%	72%	42%	17%	-11%	-8%	0%
5th Science	50%	19%	6%	48%	13%	3%	-2%	-6%	-3%

Student Achievement Summary

Beyond state accountability measures, Deer Creek Elementary, in coordination with the district, reviews a variety of additional data sources to guide planning and decision-making. These include assessments such as STAAR, district and campus assessments, campus and district surveys (parent, teacher, student), as well as attendance and discipline data. For a full listing of data sources, please see the district's Data Documentation page.

A major focus in every Comprehensive Needs Assessment is the at-risk student population, including those eligible for Compensatory Education services. State law requires that all Emergent Bilingual (EB) students be identified as at-risk, and this represents one of Deer Creek's largest at-risk groups. Analysis of assessment data, along with progress monitoring, indicates that the services provided to EB students have contributed to consistent academic success.

The Migrant student population is also included in the review. Deer Creek Elementary has identified a very small number of Migrant students this year. In alignment with FERPA regulations, specific performance results for this group cannot be reported due to the low numbers.

Student Achievement Strengths

Deer Creek Elementary demonstrates some notable strengths in student achievement, particularly in key grade levels and subjects based on the most recent STAAR data.

Fifth-grade reading showed impressive growth, climbing from 75% Approaches in 2024 to 85% in 2025, with a significant increase in the Meets category from 47% to 65%—an 18-point gain. Fifth-grade math also maintained strong performance at the Masters level, holding steady at 17%. Third-grade math showed a slight uptick at the Masters level, moving from 11% to 12%, while maintaining stable performance in Approaches and Meets.

These results highlight Deer Creek’s commitment to literacy and numeracy, with particular success in ensuring students achieve higher levels of reading proficiency by fifth grade and sustain solid math mastery.

Campus Culture and Climate

Campus Culture and Climate Summary

Deer Creek is a richly diverse population that is celebrated by all. Parents and community members are encouraged to participate as partners in the education of our learners. A general focus on student safety and security centers around the implementation of Positive Behavior Interventions and Supports (PBIS). Professional development meetings are held weekly to support the ongoing training of teachers in the delivery of strong Tier I instruction. Through the use of ongoing data analysis, interventions are implemented daily to support struggling students.

Campus Culture and Climate Strengths

- Deer Creek is a richly diverse Two-Way Dual Language campus with 69% of our students being Language Learners
- Strong Tier I Instruction is supported through weekly Professional Learning Communities
- Academic and Attendance celebrations take place each six weeks to encourage achievement and daily attendance
- PBIS - Positive Behavior Intervention & Supports is the foundation of our strong safe learning environment
- Safety protocols/drills, administrator training support campus-wide safety. School-wide safety drills are implemented monthly with the necessary revisions to ensure the campus remains a safe place

- SEL practices are taught and led by the school counselor through a monthly Character Strong curriculum and school-wide days of emphasis (Kindness Day; Respect & Responsibility Day; Friendship Day, etc.)
- Monthly Family Nights, All Pro Dads and Dragon Dads are monthly events that encourage family involvement
- Student Leadership is encouraged through student ownership of achievement via Data Folders, school involvement in Leadership Clubs at least three times per month and hosting/serving during school-wide events
- Annual Career Day to promote future ready leaders

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

With the passage of Every Student Succeeds Act (ESSA), the Board of Trustees has prioritized maintaining the federal requirements for teachers to meet state licensure and certification standards. Hiring, developing and increasing the capacity of professional staff at Deer Creek is a priority.

A variety of Professional Development and teacher supports have been put in place:

- Weekly Professional Learning Communities
- Weekly Lesson Rehearsals with feedback from instructional leadership team and colleagues
- Annual Book Studies that focus on developing positive/safe learning environments
- Team Leaders assigned to provide a layer of advocacy and instructional support
- Weekly Classroom Observation/Feedback sessions

Staff Quality, Recruitment, and Retention Strengths

Eighty-eight percent of the teachers at Deer Creek are highly qualified with standard certifications along with ESL certification (English as a Second Language) to support our high percentage of Language Learners. Four teachers are working through the Teacher In Residence program to gain full teacher certification. The campus is committed to developing and increasing the capacity of professional staff at all levels of the professional spectrum through weekly Professional Learning Communities (PLC's). A variety of Professional Development Academies are provided by the District to support the ongoing growth and capacity of every teacher on our campus.

Deer Creek provides monthly training for all new staff, connects new staff with on-campus mentors and meets with new staff monthly to collaborate around their specific growth needs.

The District's first-year teacher mentor program is designed to provide teachers with targeted and scaffold support during the first year in CISD.

- Crowley University
- New Professionals Orientation
- Newbie network
- Tips and Tools

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Deer Creek, we believe that curriculum, instruction, and assessment must be fully aligned for students to reach their highest potential. We use district-adopted HQIM curriculum (Highly Qualified Instructional Materials) and data-driven decision making to guide continuous improvement. Effective instructional practices, frequent classroom walk-throughs, teacher feedback, and ongoing assessment data inform our next steps. Continual monitoring and analysis ensure that the curricular needs of all students are met.

Curriculum, Instruction, and Assessment Strengths

Building on Crowley ISD's priorities, Deer Creek has implemented and refined the following supports for the 2025–26 school year:

- **Comprehensive Curriculum Guides:** Core Companion Guides for Grades K–5 are accessible to all staff, providing clear expectations and pacing.
- **High-Quality Resources for Advanced Courses:** Teachers have participated in targeted training to deliver rigorous instruction aligned to college and career readiness.
- **Expanded Instructional Support:** Additional Instructional Support Specialists (ISSs) now serve PK–2, providing ELAR and Math coaching for our primary teachers. Dual Language support is provided each month through classroom observation to improve instruction for

our EL students.

- **Research-Based Curriculum:** Implementation of Bluebonnet Math (K–5) and Bluebonnet Reading to close learning gaps with High Quality Tier 1 Instruction.
- **Interactive Curriculum Map:** A district-wide, one-stop scope and sequence resource is posted on the Academic and Excellence website for staff reference and planning.
- **Collaborative Alignment:** Vertical Alignment Team meetings occur during Campus PD days, giving Deer Creek teachers structured opportunities to collaborate across the district and learn best practices.

By combining these district initiatives with Deer Creek’s commitment to strong instruction and continuous feedback, we ensure that every student is loved, supported, and challenged to grow academically and personally.

Parent and Community Engagement

Parent and Community Engagement Summary

Deer Creek runs a year-round, high-participation engagement program anchored by strong PTA partnership, bilingual communications, and events that reinforce instruction—not just social time. Inclusive “Bring-a-Champion” framing, flexible scheduling, and child-friendly setups widen access. Engagement is measured with QR sign-ins, surveys, photos, and volunteer logs, and it’s strategically tied to attendance and belonging. Operations are smooth (clear staff roles, Raptor pre-clear, signage) and fully compliant with Title I documentation.

Parent and Community Engagement Strengths

1. **Broad, consistent programming:** We run a year-round calendar that includes All Pro Dads (formerly Dragon Dads), Moments with Mom (formerly Muffins with Moms), bi-monthly Family Nights, and quarterly PTA-cohosted events—creating multiple entry points for every family.
2. **PTA partnership that delivers:** PTA co-plans, staff volunteers, and secures hospitality/sponsorships for Fall Carnival, Valentine’s Dance, Sneaker Ball, Spirit Nights, and showcases—amplifying reach and quality.
3. **High-reach communication system:** Weekly ClassDojo posts (Stories, Events, Messages), campus email/callouts, and a monthly Deer Creek Newsletter keep families informed and invited, with bilingual messaging to lower access barriers.

4. **Inclusive, equity-minded design:** “Bring-a-Champion” language welcomes **all** caring adults (dads, moms, guardians, grandparents). We provide translation, varied meeting times (including occasional Saturdays), and kid-friendly spaces (childcare corner, grab-and-go breakfast).
5. **Academic alignment (not just social):** Events feature TEKS-aligned activities (literacy/math/STEAM/SEL), student performances, and take-home actions (reading logs, math games, SEL prompts) that reinforce classroom learning.
6. **Two-way data & evidence:** We use QR sign-ins, quick bilingual exit surveys, photo artifacts, and volunteer logs; teachers conduct parent conferences and student-led data meetings so families understand assessment results and next steps.
7. **Community integration:** Strong pipeline of Career Day presenters, business Spirit Nights (Panda Express, Chipotle, Sonic; Spring Creek), and outreach events (Cultural Nights, Grandparents Day, open lunch, Field Day), which deepen real-world connections.
8. **Attendance & belonging focus:** Engagement events tie directly to attendance campaigns (competitions, Walk to School Day, Big Kahuna incentives), strengthening daily presence and student belonging.
9. **Operational excellence:** Front office supports with Raptor pre-clear, signage, smooth traffic flow; staff roles are clear (admin leads agenda/data, coaches align academics, counselor leads SEL themes), ensuring predictable, high-quality experiences.
10. **Compliance & documentation:** Title I artifacts (agendas, flyers, bilingual materials, sign-ins, surveys) are maintained after each event, supporting audits and continuous improvement cycles.

School Context and Organization

School Context and Organization Summary

Annually, the campus administrators, instructional leaders and teacher leaders collaborate to develop the campus improvement plans. The Campus Needs Assessment is used to guide the alignment and focus of the strategies to our mission to the CIP.

Campus Improvement Plans sets the plans for attaining measurable goals, clearly addressed and monitored throughout the year.

Strategies for improvement are based on the root cause(s) associated with the identified campus needs. District departments, as well as campus instructional leaders provide professional development related to best practices enabling campus personnel with necessary skills to achieve the established goals, monitor the data, conduct campus walkthroughs and provide support and feedback in order to help ensure that academic progress is being made. As these improvement plans are developed by the CPOC in collaboration with staff and stakeholders, Campus Gap Maps are also reviewed at least four times annually: Formative reviews during the months of November, February and May with a Summative review during July.

School Context and Organization Strengths

- ★ **Clear governance & alignment:** CIP/TIP and Goal Trees are aligned to CISD District Vision 2030 and the Comprehensive Needs Assessment; plans are co-developed with DWEIC and CPOC and communicated to staff.
- ★ **Structured review cadence:** Formative reviews every November, February, May and a Summative in July with adjustments documented and shared with stakeholders.
- ★ **Leadership teaming:** Principal, APs, Counselor, TDSIs, and grade-level leads meet on a standing schedule (weekly admin, bi-weekly ILT) to monitor goals, remove barriers, and coordinate supports.
- ★ **Data-driven cycles:** PLCs use common assessments from the BlueBonnet curricula and dashboards to set goals, track progress, and plan interventions; leaders conduct building-level walkthroughs with fast feedback weekly.
- ★ **Instructional coherence:** Pacing calendars, unit plans, and assessment windows are synchronized campus-wide; lesson look-fors and the Behavior Matrix/Behavior Triage provide consistent expectations.
- ★ **Protected learning time:** Master schedule includes daily core blocks, intervention/acceleration time (WIN), and SEL minutes; campus duty schedules protect transitions and minimize instructional loss.
- ★ **Multi-tiered supports (MTSS):** Clear processes, progress-monitoring routines, and counseling referrals ensure timely academic, behavioral, and social-emotional support.
- ★ **Professional learning system:** Ongoing, job-embedded PD (coaching cycles, model lessons, PLC facilitation) tied to root causes and best practices; new-staff onboarding covers culture, systems, and safety.
- ★ **Family & community engagement:** Regular communication (ClassDojo, newsletters, callouts) and high-participation events (Family Nights, PTA partnerships) reinforce two-way feedback and shared goals.
- ★ **Safe & healthy environment:** EOP/drill compliance tracked monthly; Raptor and nurse/care systems in place; restorative practices and tiered discipline provide consistent, student-centered responses.
- ★ **Operational reliability:** Attendance boards, assessment calendars, and testing logistics are standardized; procurement and budgeting align resources to CIP priorities and refresh cycles.
- ★ **Technology & information systems:** 1:1 device access, campus-wide interactive boards, and a standardized SIS enable accurate data reporting, instructional delivery, and timely communication.
- ★ **Educational Equity:** Campus practices (translation, flexible meeting times, “Bring-a-Champion” invites) reduce access barriers and increase participation across subpopulations.
- ★ **Evidence & artifacts:** PLC agendas/minutes, walkthrough trend reports, intervention trackers, counseling logs, drill records, and quarterly CIP review notes document implementation and impact.

Technology

Technology Summary

With the ever-changing needs of our campus, it is essential to remain relevant and responsive to students and staff. Deer Creek Elementary provides leadership, professional development, analysis, and support for technology services that directly impact teaching and learning. As tools evolve, our goal is to ensure students, teachers, and staff have efficient, innovative resources that advance achievement. A key step has been implementing interactive boards (BenQ) in every classroom to enhance instruction, increase engagement, and embed digital resources into daily lessons.

The guiding principles of Technology Services include:

1. Support student learning by connecting learners to the world through purposeful digital access.
2. Ensure accuracy in student data reporting to internal and external stakeholders to drive program evaluation and sustainability.
3. Provide equitable access to instructional technology so all students—regardless of socioeconomic status—can participate fully.
4. Evaluate, analyze, and secure the digital environment so students and staff have safe, appropriate access to learn and grow.

Technology Strengths

Deer Creek Elementary benefits from district-wide technology initiatives that ensure equitable access and support for all students and staff. Current district technology services include:

- 1:1 student device access supported through district allocation and campus budgeting (with on-site checkout/repair processes).
- Wi-Fi coverage available in all instructional spaces.
- Minimum teacher tech standard in every classroom (laptop, projector, document camera, speakers).
- Standardized student information system that supports accurate reporting and analysis.
- Interactive boards (BenQ) campus-wide to increase engagement and streamline use of digital learning tools.

Additional Technology Successes

- Device deployment at scale: District-supported deployment ensures students are consistently connected to instructional resources and digital tools across campuses, including Deer Creek.
- Instructional support: Ongoing teacher PD and just-in-time coaching on interactive boards, digital curricula, assessment platforms (e.g., MAP/STAAR online tools), and classroom management apps.
- Student readiness & safety: Embedded digital citizenship lessons through PBIS and layered security tools (filters, monitoring, and privacy practices) to protect students and data.

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 Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal required assessment information
- STAAR current and longitudinal results, including all versions

- STAAR released test questions
- mClass early reading assessment results
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for DL students
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dual Language Data
- Dyslexia Data
- Special Education Data
- Deaf Education Data
- 504 Student Data

Student Data: Behavior and Other Indicators

- Academic Achievement Data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff Surveys and/or other feedback
- Teacher/student ratio
- Campus leadership data
- Rounding - Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- Staff Evaluations

Parent/Community Data

- Parent Involvement attendance
- Parent Surveys
- Communication data
- PTA data

Goal 1 – Thriving Students

Goal 1: All CISD students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources: Club permission forms, Friday participation/attendance

Strategy 1 Details	Reviews			
Strategy 1: Friday Leadership Clubs Students will have the opportunity to join structured clubs (yoga, painting, chess, etc) aligned to leadership, creativity, and wellness. Each club will meet on designated Fridays, with activities planned around collaboration, problem-solving, and skill development. Expected Result/Impact: At least 80% of students will actively participate in one club of their choice. Students will demonstrate improved leadership, teamwork, and communication skills as measured by teacher observations, student reflections, and attendance records. Participation will foster stronger student engagement and school culture, reflected in improved behavior data and survey responses.	Formative			Summative
	Nov	Feb	May	July

Staff Responsible for Monitoring: Grade level teachers, administration, committee chair				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: College and Career Wednesdays Every Wednesday, staff will wear college or career-themed shirts to highlight postsecondary pathways. Expected Result/Impact: Students will develop increased awareness of college and career opportunities. 100% of students will be exposed weekly to at least one new college or career field. Pre- and post-surveys will measure growth in student knowledge of higher education and career pathways. Students will be able to identify at least three colleges and/or career fields of interest by the end of the school year. Staff Responsible for Monitoring: All staff, counselor, administration	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Project Based Learning experiences				

Students will engage in project-based learning opportunities across grade levels that connect academic standards to real-world problems and careers. These experiences will encourage critical thinking, creativity, and collaboration while reinforcing grade-level TEKS. Expected Result/Impact: Students will demonstrate mastery of academic content by applying knowledge to authentic, hands-on projects. Increased student engagement and ownership of learning, reflected in classroom participation and project rubrics. Students will be able to articulate how classroom learning connects to future careers and real-world applications. Staff Responsible for Monitoring: Teachers, TDSIs, Administrators	%			
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Goal 1: THRIVING STUDENTS: All CISD students will be equipped with the skills and experiences to thrive today and in the future.

Performance Objective 2: Ensure equitable access to district aligned curriculum, instructional systems, resources, and experiences for all students.

Evaluation Data Sources: STRIVE Slides with assigned groups

Strategy 1 Details	Reviews			
Strategy 1: STRIVE Targeted small-group instruction will be provided to students in grades 3–5 identified as needing additional support in reading and math. STRIVE sessions will occur four days per week, focusing on reteaching core standards, building foundational skills, and reinforcing strategies for success on grade-level assessments. Instruction will include differentiated materials, digital resources, and progress monitoring tools. Expected Result/Impact: At least 85% of identified students will demonstrate growth on progress monitoring assessments (e.g., MAP, district benchmarks, etc).	Formative			Summative
	Nov	Feb	May	July
	%			

Students will show improved confidence and engagement in core content areas. Teachers will use assessment data to adjust instructional groupings every 6 weeks. Closing achievement gaps in reading and math for students in intervention; implementation of Xtra Math to support math intervention. Xtra Math \$500/yr Staff Responsible for Monitoring: 3-5 Teachers, administrators, TDSIs, other assigned staff -				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Tier 1 Instruction Teachers will strengthen Tier 1 core instruction through practice based professional learning communities (PLCs), lesson study, and use of district-aligned curriculum resources. Instruction will include differentiation, use of formative assessments, and integration of evidence-based strategies to ensure all students have access to rigorous grade-level standards. Expected Result/Impact: 100% of teachers will plan collaboratively in PLCs to ensure alignment of instruction and assessment. Students will demonstrate mastery of grade-level TEKS as measured by common assessments, benchmarks, and STAAR. Tier 1 instruction will reflect differentiation strategies to meet the needs of diverse learners, including English learners, SPED, and gifted students. Classroom walkthroughs will show increased student engagement and implementation of best practices. Staff Responsible for Monitoring: Administrators, TDSIs, Teachers	%			

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Tutoring and STAAR camp The campus will provide structured afterschool tutoring sessions and targeted STAAR preparation camps for students in grades 3–5. Tutoring will focus on reteaching priority standards, providing small-group interventions, and practicing test-taking strategies. STAAR camp will occur in the weeks leading up to state assessments, offering intensive review sessions, motivational activities, and opportunities for students to strengthen academic confidence. Expected Result/Impact: At least 80% of students attending tutoring/STAAR camp will show growth on interim assessments and STAAR readiness benchmarks. Students will demonstrate improved mastery of critical standards, leading to higher STAAR performance in reading and math. Tutoring and STAAR camp participation will reduce achievement gaps among student subgroups. Students will show increased test-taking stamina and confidence as observed by teachers. Staff Responsible for Monitoring: Teachers, TDSIs, Administrators, support staff - Tutoring \$11,022.11	%			

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future ready students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Career Day Students will engage in structured lessons and activities focused on career awareness, exploring different job fields, and connecting personal strengths and interests to possible future pathways. Activities may include online career interest inventories, classroom projects, and guest speaker visits. Expected Result/Impact: Students will be able to identify at least three potential career interests by the end of the year. Increased student understanding of how academic skills connect to real-world careers. Student reflections (journals, surveys, or presentations) will show improved confidence in planning for the future. Staff Responsible for Monitoring: Counselor, teachers, administrators	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Future Ready Skills Development in the classroom Integrate 21st-century skills such as communication, collaboration, problem-solving, and digital literacy into classroom instruction. Students will have opportunities to practice public speaking, project-based learning, and technology use (coding, presentations, research projects).	Formative			Summative
	Nov	Feb	May	July
	%			

Expected Result/Impact: Students will demonstrate growth in future-ready skills as measured by rubrics, presentations, and project outcomes. Students will feel more prepared for college, career, and military readiness (CCMR) benchmarks. Teachers will embed future-ready skill development into at least one lesson/project per six weeks. Staff Responsible for Monitoring: Teachers, TDSIs, Administrators				
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Strategy 3 Details	Reviews			
Strategy 3: Visual College, Career, and Military Awareness The campus will promote awareness by displaying college pennants, military branch posters, and career pathway visuals throughout hallways and classrooms. Bulletin boards will rotate to highlight colleges, trades, military branches, and career fields. Morning announcements will include a short fact about a college, career, or military opportunity once a week. Expected Result/Impact: Students are consistently exposed to postsecondary pathways in their daily environment. Passive exposure will increase student familiarity with terminology (majors, branches, job titles). Students will be more likely to initiate conversations or ask questions about future-ready opportunities. Staff Responsible for Monitoring: Counselor, teachers, administrators	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 2 – Engaged Community

Goal 2: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement an annual Elementary Career Day at Deer Creek Elementary that exposes students to a variety of professions through guest speakers, interactive presentations, and hands-on demonstrations. Local community members, parents, and district partners will be invited to share their careers and the skills needed for success in the workplace. Activities will be age-appropriate across K–5, with a focus on building early awareness of career pathways and the importance of education in reaching future goals. Expected Result/Impact: Students will increase awareness of diverse career options. Students will connect classroom learning to real-world applications. Family and community engagement will be strengthened through participation. Students will begin to identify personal interests and aspirations, supporting long-term college and career readiness. Staff Responsible for Monitoring: Campus Counselor Campus Administration Grade-Level Teachers Instructional Support Staff	%			

Strategy 2 Details	Reviews			
Strategy 2: Host annual Curriculum Nights at Deer Creek Elementary to provide families with an overview of grade-level expectations, instructional resources, and strategies to support learning at home. These events will highlight core subjects (reading, math, science, social studies) as well as bilingual/ESL services, special programs, and enrichment opportunities. Teachers will showcase student work, model key instructional strategies, and provide take-home resources for parents. Expected Result/Impact: Families will develop a stronger understanding of curriculum expectations and how to support learning at home. Increased parent engagement will lead to improved student achievement and confidence. Stronger school-to-home connections will reinforce the partnership between families and teachers Staff Responsible for Monitoring: Campus Administration Grade-Level Teachers Instructional Coaches/Support Staff Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students [and staff](#).

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner's experience.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Implement All Pro Dads meetings at Deer Creek Elementary to strengthen family engagement and build positive school culture. Monthly gatherings will invite fathers, father figures, or male role models to join students for breakfast, a character-building lesson, and guided discussions on topics such as responsibility, respect, and goal-setting. This initiative promotes strong home–school connections and supports the social-emotional development of students. Expected Result/Impact: Strengthened relationships between students and their families. Increased male involvement in school activities and student learning. Enhanced social-emotional skills and character development among students. Improved sense of belonging and connectedness to school Staff Responsible for Monitoring: Campus Counselor Campus Administration Parent Involvement Coordinator (if applicable) Volunteer/Mentor Coordinators	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Host Moments with Mom events at Deer Creek Elementary to create opportunities for mothers, mother figures, or female role models to share quality time with students at school. These gatherings may include breakfast, read-alouds, and guided conversations focused on encouragement, literacy, and relationship-building. The initiative fosters stronger family-school connections and promotes student confidence, motivation, and engagement in learning. Expected Result/Impact: Strengthened relationships between students and their families. Increased female role model involvement in student education and school life. Enhanced student sense of belonging, support, and encouragement. Positive impact on student motivation, attendance, and engagement. Staff Responsible for Monitoring: Campus Counselor Campus Administration Parent Involvement Coordinator (if applicable) Volunteer/Mentor Coordinators	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Coordinate two Community Partner Spotlights—a brief Fall Mini-Fair (before/after school, 45–60 min) and a Spring “Readers & Helpers” Day (community volunteers reading in classrooms). Expected Result/Impact: Greater awareness and utilization of community resources; expanded volunteer/mentor interest forms; students interact with positive role models connected to college/career readiness. Staff Responsible for Monitoring: Campus Administration; Campus Counselor; Parent Involvement/Volunteer Coordinator (if applicable); PTA / Community Engagement Liaison	%			

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Utilize Class Dojo as a primary communication tool at Deer Creek Elementary to strengthen connections between home and school. Teachers and staff will use the platform to share classroom updates, celebrate student successes, provide reminders, and encourage positive behavior. Class Dojo will also support translation features for Emergent Bilingual families, ensuring equitable access to communication. Expected Result/Impact:	%			

Increased and consistent parent engagement through real-time communication. Improved student motivation and behavior through positive recognition. Enhanced family awareness of classroom learning, events, and campus initiatives. Stronger support for Emergent Bilingual families with accessible, translated communication. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselor/Instructional Coaches (for family outreach support)				
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Strategy 2 Details	Reviews			
Strategy 2: Distribute monthly parent newsletters using SMORE at Deer Creek Elementary to keep families informed and engaged. Newsletters will highlight upcoming events, curriculum updates, student celebrations, family resources, and important campus communications. SMORE provides an accessible, digital format that is mobile-friendly and offers translation features to ensure equitable communication with all families. Expected Result/Impact: Families will remain informed of campus activities, instructional focus areas, and student supports. Increased transparency and communication between school and home. Enhanced parent engagement, resulting in stronger family-school partnerships. Greater access for Emergent Bilingual families through SMORE’s translation options. Staff Responsible for Monitoring:	Formative			Summative
	Nov	Feb	May	July
	%			

Campus Administration				
Instructional Coaches/Support Staff				
Counselor				
Grade-Level Team Leads				

Strategy 3 Details	Reviews			
Strategy 3: Run two 3-Question Family Pulse Surveys (one fall, one spring) via ClassDojo/SMORE with automatic translation. Publish a one-page “You Said, We Did” summary after each survey. Expected Result/Impact: Higher two-way communication and trust—≥25% response rate each survey. Clear action steps shared with families, improving satisfaction (≥4/5). Better alignment of campus supports and identified family needs. Staff Responsible for Monitoring: Campus Administration Campus Communicator / TDSIs Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3 – Empowered Staff

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus-based professional learning opportunities.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Instructional Leaders in Every Classroom Develop teacher leadership by having grade-level leads and content specialists design and facilitate quarterly “Deer Creek Learning Labs,” model lessons, and guide data conversations during PLCs. Expected Result/ Impact: Increased instructional rigor and improved student achievement. Staff Responsible for Monitoring: Principal, Instructional Leadership Team (ILT), Grade-Level Leads	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Mentor & New-Teacher Support Network Pair every new hire with a trained mentor; host monthly “New Antler Huddles” for support in curriculum, classroom management, and culture. Expected Result/Impact: Higher teacher retention and stronger instructional quality. Staff Responsible for Monitoring: Principal, Mentor Teachers, Campus TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 2: Implement an onboarding program of learning and support for new to campus staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Technology & Innovation Champions Identify and train “Tech Champions” who lead monthly “Tech Tuesday” micro-PD sessions, model technology integration, and support peers with innovative instructional tools. Expected Result/Impact: Improved teacher and student technology skills; more engaging instruction. Staff Responsible for Monitoring: Principal, Campus Tech Champion Team, District Instructional Technology	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Comprehensive New Staff Orientation Provide a structured, multi-day summer induction and quarterly follow-ups that include campus culture, curriculum expectations, and parent-community connections. Expected Result/Impact: Smooth transition for new staff, increased confidence and early effectiveness. Staff Responsible for Monitoring: Principal, Mentor Lead Teacher, Campus TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 3: Foster campus-leadership opportunities that strengthen teacher development and intentionally support long-term staff retention.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
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Strategy 1: Teacher Leadership Pipeline Create a “Next Level Antler Leaders” cohort offering coaching on instructional leadership, committee facilitation, and future administrator preparation. Expected Result/Impact: Expanded internal leadership capacity and improved retention. Staff Responsible for Monitoring: Principal, Assistant Principal, District Next Level Leadership Program	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Targeted Support for Diverse Learners Provide PD and coaching focused on At-Risk, Dual Language, and Special Education strategies, including use of support personnel and intervention planning. Expected Result/Impact: Increased success for diverse student populations and stronger teacher skill set. Staff Responsible for Monitoring: Principal, Special Programs Coordinator, Campus TDSI	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Grade Level Rounding Meetings Launch a campus-wide “Rounding Meetings” program where teachers voluntarily visit one another’s classrooms each month to observe high-impact practices, share feedback, and debrief in a short reflection meeting. Expected Results/Impact: Builds a collaborative culture, spreads effective instructional strategies, and increases teacher confidence and leadership capacity. Staff Responsible for Monitoring: Principal, Instructional Coach, Grade-Level Leads	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Safe School Plan & EOP Fidelity — conduct monthly fire/secure/lockdown/shelter/evacuation drills; semester staff refreshers; room flipcharts; family safety highlights via newsletter/ClassDojo. Expected Result/Impact: 100% drill compliance; 100% staff trained; students and staff can state procedures; $\geq 90\%$ parent survey item “I feel my child is safe at school.” Staff Responsible for Monitoring: Principal Carter; AP Dr. Glenn; Campus Safety Committee Chair; Nurse; Front Office (Raptor).	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Conduct two Arrival & Dismissal Safety Tune-Ups (Fall/Spring) to refresh duty maps/radios, re-teach student/parent flow, and publish a one-page car line/walker/bus infographic to families. Expected Result/Impact: Fewer traffic and hallway incidents ($\geq 20\%$ reduction vs. baseline); 5–7 minute improvement in car line clearance; improved parent ratings on safety items.	Formative			Summative
	Nov	Feb	May	July
	%			

Staff Responsible for Monitoring: Principal Carter; AP Dr. Glenn; Front Office (Raptor); Campus Safety Committee; Duty Supervisors.				
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Strategy 3 Details	Reviews			
Strategy 3: Report-It, Fix-It campaign (Oct/Mar): promote anonymous reporting (QR/box), teach “See Something, Say Something” mini-lesson, and post a 72-hour Reported / In Progress / Resolved response board. Expected Result/Impact: Increased timely reporting; $\geq 90\%$ of non-emergency concerns resolved within 72 hours; improved student/staff perception of responsiveness. Staff Responsible for Monitoring: AP Dr. Glenn; Campus Safety Committee Chair; Counselor; Custodial Lead; Technology/Facilities.	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Two SEL Focus Weeks (Sept/Jan) with morning announcements, counselor-led lessons (K–5) on emotion regulation/conflict resolution, and a bilingual family SEL tip sheet. Expected Result/Impact: $\geq 15\%$ decrease in Tier 1 referrals in the month following each focus week; increased student self-report of strategies to manage emotions. Staff Responsible for Monitoring: Counselor; Campus Administration; Grade-Level Teachers; Behavior Team.	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Check-In/Check-Out (CICO) Lite —two 6-week cycles (Fall/Spring) for up to 20 students identified via triage data with daily goal cards and a mentor check. Expected Result/Impact: $\geq 70\%$ of participants meet daily goals 4/5 days; $\geq 25\%$ reduction in office referrals for participants; improved attendance for targeted students. Staff Responsible for Monitoring: AP Dr. Glenn; Counselor; Behavior Team; Mentors/Volunteers.	%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Calm Corners & Reset Routines —two campus refreshers (Oct/Feb) to model quick de-escalation steps, replenish materials (timers/visuals), and align common language. Expected Result/Impact: More classroom-managed resets (teacher logs), less time out of instruction; $\geq 85\%$ teacher confidence using reset routines (survey). Staff Responsible for Monitoring: Instructional Coaches; Counselor; Campus Administration; Grade-Level Leads.	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Front Office Welcome Tune-Up (Fall/Spring): greeting script refresh, English/Spanish signage, visitor wayfinding one-pager, and monthly “Top 5 Questions” posted to ClassDojo/website.	%			

Expected Result/Impact: Improved parent ratings for “welcoming environment”; reduced front office wait time; clearer visitor flow. Staff Responsible for Monitoring: Principal Carter; Front Office Team; Campus Communicator.				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Two Community Connection Events (one fall, one spring)—e.g., “Coffee with Counselors/Admin” and a “Safety & Services Spotlight” featuring local partners. Expected Result/Impact: Increased family participation and volunteer interest; event feedback $\geq 4/5$ on usefulness and sense of belonging. Staff Responsible for Monitoring: Campus Administration; Counselor; PTA/Community Engagement Liaison.	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

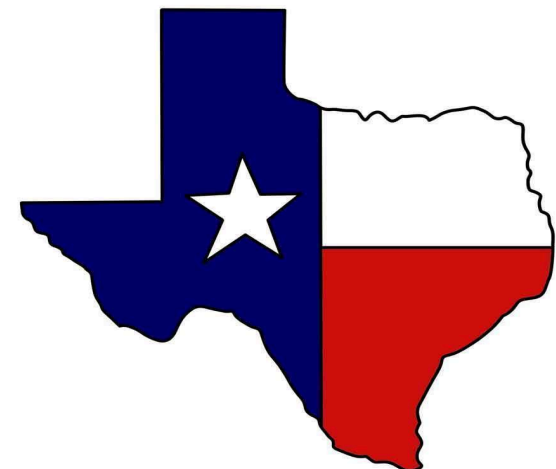
Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Two Staff Wellness Pop-Ups (Oct/Feb): 20-minute after-school sessions (stretching/desk ergonomics/mindfulness) with a quick resource handout and optional hydration challenge. Expected Result/Impact: $\geq 50\%$ staff participation across the year; improved pulse-check item on stress management; anecdotal reductions in minor strain complaints.	%			

Staff Responsible for Monitoring: Principal Carter; AP Dr. Glenn; Nurse; Social Committee/Wellness Ambassador.				
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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: “Take Two” Campaign (Nov/Apr): two EAP awareness pushes with a one-pager of supports (counseling/legal/financial) and one 30-minute protected “no-meeting” wellness block each month. Expected Result/Impact: Increased awareness/utilization of supports (QR/clicks); improved staff perception of work-life balance on pulse checks. Staff Responsible for Monitoring: Campus Administration; Campus Communicator; Counselor; Wellness Ambassador.	%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in All Subjects (36%) is below the state average (38%).
2. The percentage of students achieving “meets grade level standards or above” in Reading (43%) is below the state average (45%).
3. The percentage of students achieving “meets grade level standards or above” in Math (28%) is below the state average (39%).
4. The percentage of students achieving “meets grade level standards or above” in Science (16%) is below the state average (33%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with appropriate stakeholders as the campus solicited participation and feedback from parents, community members, teachers, principals, and paraprofessional staff. The campus members participating in the development of the plan include: Principal and Assistant Principal, Teacher Development/Student Interventionists for Reading, Math and Science, Grade Level Team Leaders, Paraprofessional Representatives and a Parent Representative.

2.2: Regular monitoring and revision

The campus formally monitors the plan quarterly (November, February, May, July) to determine progress on each strategy. Title I progress is tracked primarily through Common Formative Assessments (CFAs), unit assessments, and benchmark data to evaluate instructional effectiveness and student achievement.

- Data Reviews: PLCs analyze CFA and benchmark results to identify gaps and adjust Tier I instruction and intervention groups.
- Progress Updates: Strategy status (On Track/Needs Adjustment/Completed) is recorded each quarter; revisions are proposed in leadership and CPOC meetings.
- Documentation: Meeting notes, data trackers, and revised action steps are archived and reflected in CIP amendments.

2.3: Available to parents and community in an understandable format and language.

The CIP and Title I Schoolwide Program information are:

- Posted on the campus website and available as printed copies in the front office.
- Provided in plain language and available in English and Spanish (additional translations upon request).
- Shared via the monthly campus newsletter, ClassDojo, and at PTA/CPOC meetings with opportunities for Q&A and feedback.

2.4: Opportunities for all children to meet State standards

The campus ensures access to high-quality instruction and supports for all students through:

- Strong Tier I instruction aligned to TEKS with clear learning targets and success criteria.
- MTSS/RTI processes (Tier II/III small-group and individualized interventions).
- Targeted services for special populations: Special Education (IEP-driven supports), Section 504, Emergent Bilinguals/LPAC services, Dyslexia, and Gifted/Talented.
- Data-driven PLCs that plan re-teach/enrichment based on CFA results and progress monitoring.

2.5: Increased learning time and well-rounded education

To accelerate learning and broaden student experiences, the campus provides:

- Extended learning time: After-school tutoring (STAAR Camp), and WIN (small group pull out), and embedded intervention blocks.

- Well-rounded offerings: Fine Arts, PE/Health, Library/Media, STEM/Robotics/STEAM, technology integration, and SEL curriculum (classroom guidance and small groups).
- High-dosage tutoring for priority standards in Reading and Math, based on CFA and benchmark data.

2.6: Address needs for all students, particularly at-risk

- **Early identification** using universal screeners, CFAs, attendance/behavior dashboards, and teacher referrals.
- **Targeted interventions** (evidence-based programs, progress monitoring every 2–3 weeks, and documented adjustments).
- **Behavioral supports** via a campus Behavior Matrix, restorative practices, and counseling groups.
- **Family engagement** (parent workshops, translated resources, frequent communication) to reinforce learning at home.
- **Attendance support** (tiered outreach, goal-setting, and incentives) to reduce chronic absenteeism and improve access to instruction.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

Included in Compliance Addendum (posted on campus website and available in the front office in English/Spanish; shared at the Title I Annual Meeting and via ClassDojo/newsletter; acknowledgment collected through meeting sign-ins and digital receipt form).

3.2: Offer flexible number of parent involvement meetings

1. Title I Annual Meeting offered twice (AM/PM) with a recorded virtual option.
2. CPOC/Parent Advisory meetings quarterly (some evening/Saturday sessions).
3. PTA/Family Nights bi-monthly with embedded workshops (literacy, math, SEL).
4. Virtual access (live stream + recording + slides) and bilingual materials/translation.
5. Documentation: agendas, sign-ins, translations provided, communications (Dojo/email), and posted recordings/slides

