

**Leander Independent School District**  
**Deer Creek Elementary**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	5
School Culture and Climate .....	7
Curriculum, Instruction, and Assessment .....	9
Family and Community Involvement .....	11
Technology .....	13
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	16
Goal 1: College and Career Ready: Students exit our system college and career ready .....	16
Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success .....	18
Goal 3: Student Learning Behaviors: Students own their learning .....	21
Goal 4: Whole Student: Students are healthy, safe and engaged .....	22
Addendums .....	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Deer Creek Elementary is home to approximately 700 students. Kinder, first and second grades each have five classrooms and grades 3-5 all have six. 3.4% of our students receive LEP services, 6% of our students receive special education services, and 21% of our students receive gifted and talented services through our Quest program. The campus employs 32 classroom teachers, three special education teachers, five Instructional Assistants, six Special Education staff support (LSSP, Diagnostician, Speech, OT, PT, PSLP), one Librarian, one Instructional Coach, three Office Para-professionals, one Nurse, and two Administrators, one counselor and one nurse.

Deer Creek Elementary met standard in the areas of student achievement, student progress, closing performance gaps and postsecondary readiness. Students scored 90% or better in the reading portion of the STAAR test, but data in other subjects demonstrates a need to consider additional instructional strategies.

### Demographics Strengths

- First year implementation of daily Morning Math Labs to support struggling students (based on classroom performance, district benchmark scores or STAAR results) in grades 3-5
- Literacy Partners from local faith based organizations continue to provide reading support for struggling students.
- RtI systems are consistent and effective at providing intervention for academic and behavioral concerns.
- Hispanic Reading STAAR scores were 95% vs. 90% for All Students (3rd grade)

### Demographics Needs

- Continued focus on small group instruction in all subjects and grade levels needed.
- The gap between All Students and SPED population is consistently 24+ points
- Hispanic Reading STAAR scores 84% vs. 93% for All Students (5th grade)
- Hispanic Writing STAAR scores 56% vs. 80% for All Students

# Student Achievement

## Student Achievement Summary

Deer Creek Elementary utilizes the district essential units of study when planning for student learning. Reading instruction and learning continues to be a strength with 91% of students meeting standard on the reading portion of STAAR. The campus monitors each child's reading throughout the year and makes instructional adjustments when needed. Writing occurs across all curriculum areas; however, writing scores on the STAAR assessment demonstrate a need to consider instruction vertically across the campus. In 2014-2015, our students were introduced to new math TEKS and this brought a focus in math rigor and problem solving skills with the implementation of Bridges as a curriculum resource. Each collaborative grade level team plans weekly with the campus instructional coach to plan and discuss weekly instruction.

## Student Achievement Strengths

### Reading

- 3rd STAAR 90% Met, 44% Advanced
- 4th STAAR 90% Met, 42% Advanced
- 5th STAAR 93% Met, 48% Advanced
- DRA 3rd over 90% of students exited on grade level or exceeding expectations
- DRA 5th 90% of students exited on grade level or exceeding expectations

### Science

- 5th Science STAAR 87% Met, 20% Advanced
- District Science Assessments 3rd all tests average % score was 88% or above; 5th all tests average % score was above 80%

### Math

- 1st PACE Math district assessment end of year average score 97%, 96% Met standard
- 1st-5th PACE Math district assessment end of year average % score 82% or higher

## **Student Achievement Needs**

### Reading

- DRA Kinder 75% of students exited on grade level or exceeding expectations
- DRA 2nd 82% of students exited on grade level or exceeding expectations

### Writing

- 4th Writing STAAR 80% Met, 15% Advanced

### Science

- 5th STAAR Science, 20% Advanced

### Math

- Math district assessment end of year average % score ranges from 59% to 93% K-5

# School Culture and Climate

## School Culture and Climate Summary

Deer Creek is a neighborhood campus that supports each child as they strive to learn and grow. Teachers and staff greet each child as they arrive at school each day, at classroom doors and in each of the hallways. Throughout the year, there are many opportunities provided to foster the Colt spirit such as college days, assemblies, and field trips. The campus celebrates success and acknowledges achievement during morning announcements and school-wide assemblies, recognizing specific acts of kindness, new C-Square members, Driver's License Awards for math fluency and examples of student leadership. Deer Creek Elementary students participated in several initiatives last year to become a "No Place for Hate" campus.

## School Culture and Climate Strengths

### ATTENDANCE

- 96.7% average attendance
- Three years of historical attendance data shows average 97%
- 99% of students are enrolled on the first day of school.

### STUDENT SURVEY

- 96% of students feel safe in their classroom
- 96% of students are excited and actively participate in class learning activities.
- 96% of students feel safe outside their classroom.

### DISCIPLINE

- Only .4% of our students have more than 5 discipline infractions.
- Monthly guidance lessons given to establish the actions a student should take to obtain assistance and intervention in response to bullying
- Clearly have established the procedures to support a victim of bullying
- Provide tobacco, alcohol and drug education on the campus
- All students participate in Red Ribbon Week activities
- Individual and Group Counseling Services available by Chemical Abuse Prevention Program (CAPP) Counselor
- Frequent and ongoing guidance lessons concerning Leadership Principles, Franklin Covey's 7 Habits and LISD's Ethical Principles
- Conduct monthly emergency drills campus-wide
- SAMA training provided for all involved stakeholders

- Implementation of CHAMPs Positive Behavior Program
- Held monthly school-wide assemblies to promote leadership and kindness

#### STAFF SURVEY

- 93% of staff believe DCE is known for the quality of service the campus provides.
- 92% of staff agree or strongly agree that harassment is not tolerated at this workplace.

#### **School Culture and Climate Needs**

- Need improved buy-in and implementation of CHAMPs in all classrooms.
- Providing opportunities for students to participate in community service projects (troops, nursing homes, beautification projects, recycling, etc.)
- Providing the support needed for enrichment/advancement when appropriate.
- Improved Internal Communication



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

This year, Deer Creek Elementary will continue to provide access to a guaranteed and viable curriculum by using the curriculum documents to collaboratively plan for learning. The 2014-2015 school year brought an opportunity for new learning centered around the new math TEKS and curriculum resource, Bridges. Our campus Problem of Practice focused on improved math instruction/student learning and providing increased opportunities for intervention in the classroom, before school in our Morning Math Labs and during CIA (Colts in Action), our after school tutorials program.

At Deer Creek, historically we have used a survey in which each teacher, at the end of the school year, self-assesses their level of understanding, commitment and implementation in their classrooms of the 7 Student Learning Behaviors. The goal for last year was for at least 85% of the teachers to score either "meet" or "exceed" on the DCE created rubric relating to the 7 SLBs. Answer choices were based on a self-rating of either "blue" or "green", indicating personal level of understanding, commitment and implementation. For 2015-2016, as a campus, we will continue to focus on the 7 SLBs to promote student ownership of learning.

### **Curriculum, Instruction, and Assessment Strengths**

- Total campus awareness and understanding of the 7 Student Learning Behaviors
- Solid implementation of 7 SLBs in most classrooms
- Specific campus focus for 2014-2015 Problem of Practice was on Learning Behaviors 3, 6 and 7
- Utilized several methods (school newsletters, morning announcements, school web page, bulletin boards, classroom newsletters, parent orientations) to communicate student ownership of learning and highlight bright spots throughout campus
- Introduced and began ongoing study of Mindset by Carol Dweck
- Provided feedback to teachers on observed evidence of 7 SLBs, based on classroom observations
- Students incorporated the use of capacity matrices, rubrics, and student data notebooks to develop ownership of learning and tracking of goals set towards learning targets in many classrooms
- Collaborative meetings were held on data analysis and goal setting for teachers in grades 3-5

### **Curriculum, Instruction, and Assessment Needs**

- Need 100% implementation of 7 SLBs in all classrooms
- Specific campus focus for 2015-2016 Problem of Practice will be on Learning Behaviors 1, 4 and 7.

- Need to increase the number of methods (school newsletters, morning announcements, school web page, bulletin boards, classroom newsletters, parent orientations) to communicate student ownership of learning and to highlight bright spots throughout campus
- Need to continue our ongoing study of Mindset by Carol Dweck
- Need to improve and increase feedback provided to teachers on observed evidence of 7 SLBs, based not only on classroom observations, but also on Learning Walk data and after informal visits
- All students need to incorporate the use of capacity matrices, rubrics, and student data notebooks to develop ownership of learning and tracking of goals set towards learning targets
- Need to provide monthly professional development on data analysis and goal setting for teachers in grades K-5

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

One of the strengths of Deer Creek Elementary is the partnership between students, families, and staff. DCE has a very active PTA that works in collaboration to bring enrichment and experiences that support why students come to school daily. Families provide support to the students and classrooms by volunteering to read to students and support learning. The campus utilizes the campus website and school insider to communicate events and campus news.

### **Family and Community Involvement Strengths**

#### **VOLUNTEERS/COMMUNITY**

- Strong PTA involvement with 400+ members
- CPMS and CPHS students volunteer in classrooms and serve on campus through a variety of opportunities: PALS, Ready Set Teach, band and choir performances, Quest plays, reading to classrooms
- Strong representation of volunteers on campus
- Large and extremely motivated WatchDOGS volunteer program
- Significant parent and student participation at STAAR Information Coffee, Grade Level Math Nights, Student-Led Conferences, Family Science Nights, Breakfast with Santa, Funky Fun Run, Student Talent Show, Colts in Harmony Concerts

#### **FAMILY SURVEY**

- 94% of families believe the campus provides a safe and supportive environment for their child.
- 94% of families believe the campus encourages parent and community involvement.
- 94% of families believe the campus provides adequate and timely communication

### **Family and Community Involvement Needs**

#### **VOLUNTEERS/COMMUNITY**

- Diversity of volunteers. The campus sees the same volunteers for many events.

## FAMILY SURVEY

- Only 88 responses were received on family survey.
- 69% of families believes their child gets the support needed for enrichment/advancement when appropriate.

# Technology

## Technology Summary

Although Deer Creek does not have up-to-date technology consistently throughout all classrooms, the faculty is continually finding innovative ways to increase access for students and provide resources and engaging opportunities that lead to students critically thinking and the creation of curriculum driven products.

## Technology Strengths

- Deer Creek has very willing and more than capable faculty with technology experience and innovative ideas integrating technology that is driven by District Curriculum.
- Deer Creek has a strong Library Media program that has students integrating technology during their library rotation for more than book check-in/out.
- Deer Creek currently has school-wide Student-led video morning announcements.
- Deer Creek is developing a Video Production Room to be used for Student-led Announcements (Deer Creek on the Daily), Student-created PSAs, Commercials, Presentations, etc.
- Regular opportunities are given for teachers to collaborate and mentor one another using technology as a tool for high level student learning.

## Technology Needs

- Per the District Curriculum a document camera is needed in each classroom K-5 to effectively teach the Bridges Math Curriculum per the recommended teaching methods.
- A Completed mLISD template as soon as possible in order to support student engagement in learning and the principles found in the LISD Vision, Graduate Profile, Student Learning Model, Ethical Principles and Student Learning Behaviors.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Teacher STaR Chart Technology Data

**Parent/Community Data**


- Parent surveys and/or other feedback

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase the percentage of students scoring "advanced" (level III) on STAAR math assessments by 5% annually. (STAAR 2015 results: Third 25%, Fourth 16%, Fifth 33%)

**Summative Evaluation:** Performance Objective will be measured by STAAR 2016 results.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will engage throughout the year in studying the TEKS during grade level planning and during data talks. Teachers will work with instructional team to ensure planning is standards based, in order to match the depth and complexity of the TEKS and identify areas for intervention and challenge.	Principal, Assistant Principal, Instructional Coach, Grade Level Teachers	Learning Walks, Advanced Performance on STAAR			
2) Improve organization and usage of small group instruction and Flex Time intervention through use of data-driven decision making and purposeful team planning to meet the needs of all learners.	Instructional Coach, Principal, Assistant Principal and Instructional Staff	Agendas and planning tools from Grade Level Team Meetings, formal & informal observations of small group instruction and flex interventions, feedback loops, District Benchmark & STAAR results			
3) Focus on Campus Improvement Math Team to improve instruction and performance in this subject area.	Campus Math Improvement Team, Assistant Principal, Principal	Campus Improvement Team Meeting Agendas & feedback loops, formal & informal observation of Math classes, Benchmark & STAAR results			
4) Students will set and track academic goals based upon classroom and district assessment data.	Principal, Assistant Principal, Instructional Coach, Instructional Staff, Students	Student Data Notebooks			
					



**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** In Writing, increase the percentage of students "meeting standard" on district benchmarks and on state-wide assessments to 90% and increase by 10% those scoring "advanced" on same tests.


**Summative Evaluation:** Performance Objective will be measured by District Benchmarks and STAAR 2016 results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Vertical Improvement Team will focus on campus-wide strategies to improve student writing skills K-5.	Classroom Teachers, Instructional Coach, Principal & Assistant Principal	Benchmark data			
2) Campus-Wide Writing Training provided by LISD Language Arts Coordinator Laurel Dunn, Language Arts Curriculum Specialists Dianna Simons and Karen Turner on first early release day (October 12th) for all instructional staff. Additional trainings by same group will take place on multiple occasions throughout the school year.	Principal, Assistant Principal, Instructional Coach, LISD Language Arts Coordinator and Specialists	Writing Benchmarks and STAAR tests			
3) We will continue to gather feedback on our Problem of Practice through School Improvement Visits as well as Learning Walks.	Principal, Assistant Principal, Instructional Coach & Teachers	School Improvement Visits Feedback & Learning Walk Data			
4) Each student will have the opportunity to share their learning, including writing accomplishments, via a Student Led Conference at the end of the year.	Teachers	Student Led Conferences at EOY			
5) Teachers will analyze student writing data to identify student needs and plan for differentiated lessons.	Teachers, Instructional Coach, Principal, Assistant Principal	Common Assessments, District Benchmark Assessments, Writing STAAR			
					

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Maintain current passing rate in Math of 93+% for All Students in third and fifth grades and increase by 5% in fourth grade (3rd Grade All 94%, 4th Grade All 78%, 5th Grade All 93% while increasing pass rate for student sub populations (Eco-Dis, Hispanic and SPED) by 5% or more in math as measured on STAAR. (STAAR 2015 results: 3rd Grade SPED--78%; 4th Grade Eco-Dis--67%, Hispanic--83%, SPED--40%; 5th Grade Eco-Dis--40%, Hispanic--85%, SPED--42%)


**Summative Evaluation:** Performance Objective will be measured by STAAR 2016 results.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Teachers will engage throughout the year in studying the TEKS during grade level planning and during data talks. Teachers will work with instructional team to ensure planning is standards based, in order to match the depth and complexity of the TEKS and identify areas for intervention and challenge.</p>	Principal, Assistant Principal, Instructional Coach, Grade Level Teachers	Learning Walks, Improved performance on STAAR			
<p>2) Campus process improvement of RtI with specific focus on understanding and implementing RtI; close analysis of specific student intervention and progress; planning for and delivering effective interventions for students struggling both behaviorally and academically; and overall teacher accountability of RtI. Emphasis to be placed on students coded as economically disadvantaged.</p>	Assistant Principal and Grade Level RtI Committee Members	Progress noted during RtI Tier 2 & Tier 3 meetings			
<p>3) Identify students that are economically disadvantaged with instructional staff to review academic history and to determine any academic or emotional area of need.</p>	Campus Registrar, Administration, & Instructional Staff	Campus Rosters & Grade Level Agendas			
<p>4) Instructional staff will utilize data tools to identify and analyze student performance to provide intervention.</p>	Principal, Assistant Principal, Instructional Coach, & Instructional Staff	RTI Agendas & Grade Level Agendas			
<p>5) Instructional staff will utilize data tools to identify and analyze student performance particularly of students who did not meet passing standards on the state assessment.</p>	Principal, Assistant Principal, Instructional Coach, & Instructional Staff	Quintile Data, Student Performance Data			
					

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 2:** Create and continue successful initiatives with the community to provide additional learning experiences for all students at Deer Creek beyond the school day.






**Summative Evaluation:** Performance Objective will be measured by attendance for these events.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Continue the following weekly after school activities: TGA Premier Youth Tennis, Spanish Classes, Making Stop Motion Movies, Math Pentathlon, Apprentice Robotics, Running Club, LEGO Builders, Young Rembrandts, Beginner Martial Arts, Choir	Administrators, Counselor, Select Teachers, Parent Volunteers	Student involvement and engagement in these activities, Benchmark scores, STAAR tests			
2) Implement the following new weekly after school activities: Theater Workshop, VEX IQ Robotics Team	Administrators, Counselor, Select Teachers, Parent Volunteers	Student involvement and engagement in these activities, Benchmark scores, STAAR tests			
3) Create or continue the following special events for all students at Deer Creek: Science Share Night, Math Night, Book Fair, Choir Performances, Breakfast with Santa, Funky Fun Run, Talent Show, Quest Fair	Administrators, Counselor, Select Teachers, Parent Volunteers	Student involvement and engagement in these activities, Benchmark scores, STAAR tests			
					

**Goal 2:** Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 3:** Technology will be effectively used to enhance the learning environment for all students.


**Summative Evaluation:** Performance Objective will be measured by student levels of engagement as well as by school, district and state assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) We will implement a Technology Campus Improvement Team to articulate and support the vision for campus technology improvement. These members will meet every three weeks.	Technology Campus Improvement Team members	Attendance at these meetings			
2) The Campus Technology Improvement Team will communicate to all DCE staff outcomes of these vertical meetings and offer opportunities and support to implement these suggestions.	Technology Campus Improvement Team members, Principal, Assistant Principal, Instructional Coach	Faculty Meeting trainings and opportunities to share with all instructional staff			
3) Develop expectations for the integration of email and campus/teacher websites as communication and collaboration tools.	Principal, Assistant Principal	Regular and ongoing updates to all websites			
4) Create Google Sites to enhance communication between Vertical Teams, Grade Level Teams and Staff	Leadership Team	Usage of Google Sites			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 3: Student Learning Behaviors: Students own their learning**

**Performance Objective 1:** Deer Creek students will show an annual 2% increase when answering "agree" or "strongly agree" when answering the following student survey questions: SLB 3: "I feel challenged to learn as much as I can in class" and SLB 5: "I interact with other students to help me learn more."






**Summative Evaluation:** Performance Objective will be measured by LISD student survey. 2015 - SLB 3: 88.4%; SLB 5: 89.2%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Scheduled "Learning Walks" to collect SLB data.	Principal, Assistant Principal, Instructional Coach, Teachers	Learning Walk Data, District SLB Data Collection/Analysis			
2) Staff development provided to identify, examine and improve classroom "look-fors" regarding identified student learning behaviors from Campus Problem of Practice.	Principal, Assistant Principal, Instructional Coach, Teachers	Staff Development Notes, Campus "look-fors"			
3) Teachers will participate in Professional Development to plan for incorporating the use of technology into lessons to support the curriculum.	Principal, Assistant Principal, Instructional Coach, Technology Campus Improvement Team	Lessons, Student Work			
					

## Goal 4: Whole Student: Students are healthy, safe and engaged

**Performance Objective 1:** 96% of the students will report feeling safe at school as measured by the following questions in a student survey: "I feel safe in my classroom" and "I feel safe on my campus outside my classroom."


**Summative Evaluation:** Performance Objective will be measured by LISD Student Survey. (2015 results: Classroom--94%; Campus--94.3%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All students will participate in a grade level assembly to learn the definition of bullying and steps to report bullying.	Assistant Principal and Counselor	Campus Calendar			
2) Utilizing a student coalition, organize activities to continue DCE's ability to be designated a "No Place for Hate" campus.	Counselor	Campus Calendar			
3) All instructional staff will review common area expectations for students on an ongoing basis to ensure safe practices.	Instructional Staff, Administrators	Discipline Referral Data			
4) Continue with implementation of C2 and Watch DOGS to foster a positive learning environment.	Administrators, Counselor, Classroom Teachers	Feedback Loops, Office Referrals, Annual Student Survey			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 4: Whole Student:** Students are healthy, safe and engaged


**Performance Objective 2:** 100% of Deer Creek classrooms will show evidence of implementation of The Leader in Me concepts and 7 Habits.

**Summative Evaluation:** Classroom Observations, Learning Walks and Student Achievement Tracking Boards

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Lighthouse Team will create a plan to introduce and reinforce The 7 Habits to students throughout the year.	Lighthouse Team and Instructional Staff				
2) Continued implementation of 7 Habits of Happy Students by integrating the habits into instruction, announcements, assemblies, and counselor's lessons.	Principal, Assistant Principal, Counselor, Teachers	Daily Morning Announcements, Assemblies, Counselor's Lessons, STAAR, Benchmark scores			
3) Quarterly All-Campus Assemblies focused on continuing to grow as a Leader in Me school through the implementation of Leadership Initiatives and integration of the 7 Habits into each program.	Teachers, Lighthouse Team Members	Teacher Feedback, Student Feedback, Parent Feedback			
4) Teachers will attend The Leader in Me Symposium to assist in implementing strategies to increase the 7 Habits of Highly Effective People.	Principal, Assistant Principal, Instructional Coach	Discussions with other teachers and with students through collaboration and through small group and whole group lesson designs.			
Funding Sources: 199 - General Funds - \$1500.00					
5) Each grade level group of students will design and implement a semester-long Service Project to benefit those in need in our community.	Grade level teachers	Presentation of each project to the various groups who will benefit from DCE students' efforts			
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged

**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
					



**Goal 4:** Whole Student: Students are healthy, safe and engaged

**Performance Objective 4:** Increase overall student attendance for 2015-2016 to at least 96.9%. (Baseline: 2014-2015 - 96.7%)

**Summative Evaluation:** Attendance Measure

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Regular communication for parents regarding the importance of student attendance tied to state funding and accountability.	Assistant Principal, Principal, Teachers, School Registrar	School Insiders, Teacher Emails, Attendance Rate			
2) Use of A2A attendance letters to promote awareness for parents.	Assistant Principal	A2A Letters, Attendance Rate			
3) Campus/student goals and incentives tied to attendance.	Assistant Principal, Principal, Teachers	Student Participation, Attendance Rate			
4) Tracking of absences and ideas for additional home support when needed.	Campus Counselor, Administrators	Attendance Rate			
					

# Addendums

**113 DEER CREEK ELEMENTARY**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: ALTON WILHITE

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
45	11.4	0	0	0

Grade	Total	%
EE	14	2.0%
KG	89	12.9%
01	98	14.2%
02	101	14.6%
03	122	17.7%
04	129	18.7%
05	137	19.9%
<b>Campus Total</b>	690	

Ethnicity		
ASIAN	59	8.6%
BLACK	11	1.6%
HISPANIC/LATINO	107	15.5%
AMERICAN INDIAN	1	0.1%
TWO OR MORE RACES (MULTI)	36	5.2%
HAWAIIAN OR PACIFIC ISLANDER	2	0.3%
WHITE	474	68.7%

Economically Disadvantaged		
N	667	96.7%
Y	23	3.3%

Gender		
FEMALE	317	45.9%
MALE	373	54.1%

Students with Disabilities		
N	623	90.3%
Y	67	9.7%

Gifted and Talented		
N	593	85.9%
Y	97	14.1%

At Risk Students		
N	453	65.7%
Y	237	34.3%

English Language Learners		
N	665	96.4%
Y	25	3.6%

Students in Bilingual Program		
N	690	100.0%

Students in ESL program		
N	665	96.4%
Y	25	3.6%

DRCK (113)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>Student Learning Behaviors</b>	Student ownership of learning Data analysis and goal setting Learner engagement	At least 85% of the teachers will score either meet or exceed on the DRCK created rubric standard of the 7 Student Learning Behavior answer choices (self-rating of either "blue" or "green" based on rubric), indicating personal level of understanding and commitment, by June 2015.	Met.	Will continue as a focus this school year.
<b>Eliminating the Achievement Gap</b>	Data analysis and goal setting  Plan for intervention / challenge  Lesson design	Increase the percent passing of All Students 2-12 percentage points or maintain current passing rate of 90% (3rd Grade All: 83%; 4th Grade All: 78%; 5th Grade All: 85%) and increase student sub populations (Eco-Dis, Hispanic, and SPED) by 20% or more in math as measured on STAAR (3rd Grade: Eco Dis--67%, Hispanic--69%, SPED--60%; 4th Grade: Eco Dis--50%, Hispanic--74%, SPED--40%; 5th Grade: Eco Dis--100%, Hispanic--70, SPED--20%)	Currently only have raw scores.3rd Grade:75%; 4th Grade: 63%; 5th Grade: 73%	Will complete as official scores arrive on campus.
<b>College and Career Readiness</b>	Student ownership of learning Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning	Increase the percentage of students meeting Advanced measures on the 3rd, 4th and 5th grade Math STAAR test to 30%. (Baseline: 22%--3rd; 29%--4th; 4%--5th).	Results for 2014-2015 school year not available at this point.	Will determine when results are known.
<b>Focus on Whole Student</b>	Supportive learning environment	90% of the students will report feeling safe at school as measured by the question in a student survey: "I feel safe at school."	Met Goal, 95% agree or strongly agree on survey	Continue culture of campus safety as a top priority
	Data analysis and goal setting	85% implementation of The Leader in Me concepts & 7 Habits in classrooms as measured by Learning Walks and student achievement tracking boards.	Met goal, TLIM concepts posted and discussed in nearly all classrooms	Campus-wide implementation of Leadership Principles and 7 Habits in all classrooms and common areas.