



DEER CREEK SCHOOL DISTRICT

STRATEGIC PLAN

2023-2028





Deer Creek School District Strategic Plan

OVERVIEW

A strategic plan is not a new idea. Many school districts and private companies develop strategic plans as a way to identify key goals in an effort to focus decision-making, financial budgeting and policy implementation. Committees with various stakeholders convene to share viewpoints and narrow topics to those that will make the largest impact to the organization.

However, in many cases, once the strategic plan has been finalized it is distributed throughout the organization, placed in a drawer or on a shelf and never referenced. This often occurs because the strategic plan itself has no bearing on the trajectory of the organization.

Some of the reasons why a strategic plan is not valued by stakeholders include:

- Long-range goals have less meaning to current staff and patrons
- The strategic plan is hundreds of pages filled with jargon and data points that have no relevancy to the reader
- Decisions are made without referring to the strategic plan
- Individuals feel the plan “does not refer to me”

As important as it is to have plan for the future, it is even more important to follow the plan and evolve it as time goes on. **The Deer Creek School District Strategic Plan is a five-year design.** As each year comes to an end, stakeholders will participate in evaluating the effectiveness of the plan, remove or adapt current goals and create new objectives so the plan will always address a five-year timespan.

As with any strategic plan, not every aspect of the district could be addressed. This is the first iteration of this goal-based blueprint and is not perfect. However, if this plan is used as intended, each annual redesign will produce a better product that will help Deer Creek School District in an effort to address growth in a proactive manner, maintain a focus on learning for all children and keep our district as the top public school district in Oklahoma.

About Deer Creek



9 Schools



501 Certified Staff



7,634 Students



218 Support Staff



AREAS OF FOCUS



**Learning, Teaching,
& Accountability**



**Expanded
Learning
Opportunities**



**Physical & Financial
Resources**



Human Capital



**Governance, Leadership,
& Accountability**



Climate & Culture



Strategic Plan At-A-Glance

Learning, Teaching & Accountability

5-7

- Create a systematic approach to data collection and analysis at the district level
- Develop structured interventions for low performing subgroups of students
- Enhance the use of technology in the classroom

Expanded Learning Opportunities

8-14

- Develop a systematic approach to educational intervention for struggling learners and credit recovery opportunities for individuals at risk of not graduating with their cohort
- Increase enrichment for students identified as Gifted/Talented
- Increase middle and high school innovative course offerings
- Provide Pre-Kindergarten to all Deer Creek families

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- Create a vision for what we want our schools to look like
- Strategic distribution of 2022 bond funds for maintenance and transportation projects

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17-19

- Develop a new model for talent acquisition
- Use Professional Learning Communities as a collaborative support structure for educators
- Address the substitute shortage

Governance, Leadership & Accountability

20-21

- Improve accountability of work schedule and accrued time
- Update the work order process
- Systematic review of board policies
- Emphasize the need for work-life balance to all employees
- Build an internal leadership pipeline

Climate & Culture

22-23

- Defining and prioritizing what makes Deer Creek School District unique
- Continuous focus on improving climate and culture

LEARNING, TEACHING & ACCOUNTABILITY

Finding a balance between innovation and consistency is important in a growing district. Increased access to technology has paved the way for more curriculum-based programs, apps and diagnostic testing options to choose from.

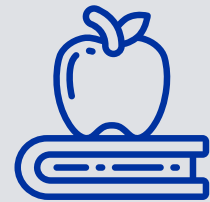
While variety can be a positive for an educator seeking out better ways to engage students and assess mastery, it can also lead to issues with consistent teaching of curriculum across the district and security of student data.

This goal will focus on developing structures to maintain consistency and security while allowing for continued innovation in the classroom.

- **Reduce program redundancy** across all curriculum areas by 60% over the next three years (2023-2026) in an effort to streamline data collection and analysis
 - This will be accomplished through curriculum team meetings looking at what tools beyond the adopted textbooks are being used, focusing on:
 - Student benefits/results
 - Cost
 - Redundancy with other programs
- **Provide annual training** for new and current staff on implemented curriculum adoptions
 - When new textbooks are adopted, there is a significant amount of upfront training that takes place during the initial adoption year. While this benefits those teachers currently employed by the district, it does not help new teachers hired beyond the adoption year. Committing to consistent training will allow new teachers a solid introduction to the curriculum while refreshing current staff on best uses of the materials.
- **Develop a vetting process** through the district's IT department for apps and software usage in order to reduce the number of programs in use and ensure student data is protected
 - This work would begin during the 2023-24 school year.
- **Simplify the process** for how data is collected by teachers and develop a philosophy for how student data is gathered, interpreted and analyzed

#1

Create a systematic approach to data collection and analysis at the district level



REDUCE CURRICULUM REDUNDANCIES BY 60% OVER THE NEXT THREE YEARS



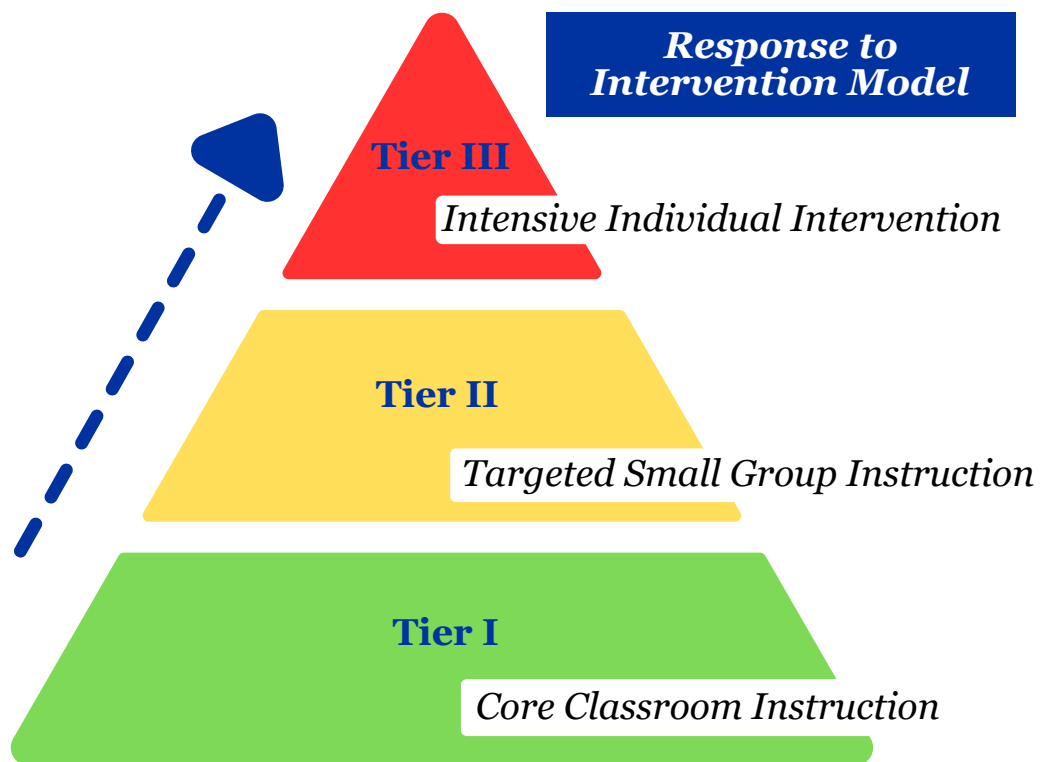
LEARNING, TEACHING & ACCOUNTABILITY

#2

Develop structured interventions for low performing subgroups of students

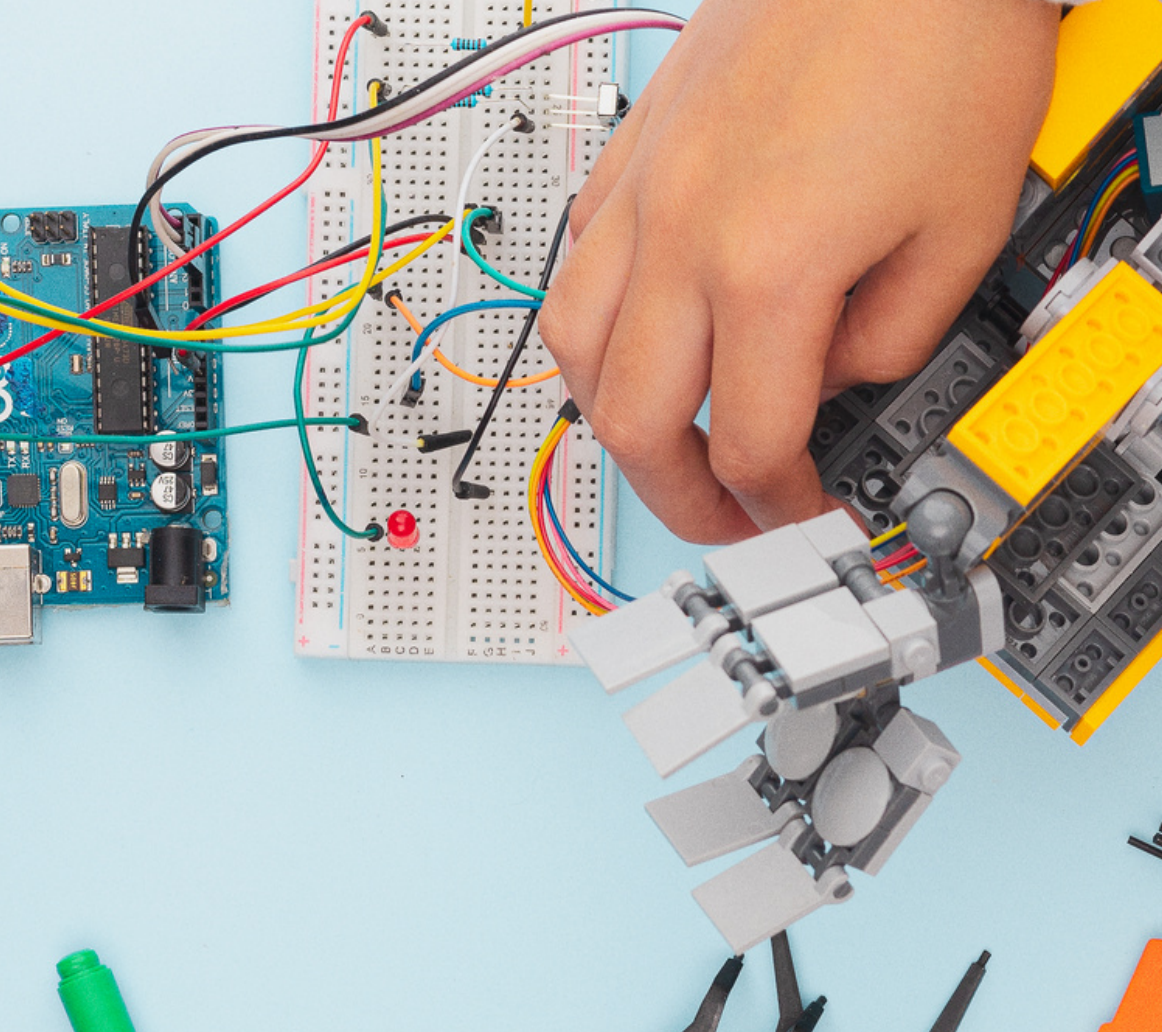
Comparatively, Deer Creek School District is one of the highest performing districts in the Oklahoma City metro area, as well as in the state of Oklahoma. However, there should always be intentionality in our efforts to improve education for all students.

The Response to Intervention (RTI) process is used at all Deer Creek school sites as a process to identify students struggling to achieve mastery in key concepts and offer instructional scaffolding and intervention in an effort to build knowledge.



Ways to improve this process include:

- Increasing frequency of meetings with school RTI coordinators and district curriculum team
- Coordinate efforts district-wide to provide consistency with student interventions
- Evaluate the data collection and analysis process for RTI in an effort to make the process more streamlined and meaningful
- Be more proactive in explaining the RTI process to families so they can assist in the interventions at home
- Implement a structured series of professional development trainings for educating students with limited English proficiency beginning Fall 2024
- Hire a district-wide RTI coordinator beginning Fall 2025: This individual can support individual teachers and ensure implantation fidelity at all school sites



#3

**Enhance the
use of
technology
in the
classroom**

LEARNING, TEACHING & ACCOUNTABILITY

Having been raised in the technological age, students are digital natives who view technology as a necessary tool rather than an optional component of learning.

As technology becomes more ingrained in our daily lives, it is more important than ever to bring technology into our classrooms as a way to build meaningful instruction for students.

However, this innovation also requires vigilance. Access to technology can lead to access to inappropriate content or misuse of resources.

The following action steps are intended to help enhance the use of technology in a secure environment:

- Develop a three-year, ongoing cohort beginning during the 2023-24 school year where teacher-leaders are trained to become mentors that focus on developing district-wide technology literacy standards
- Continue the use of security monitoring through programs such as Lightspeed and Bark. Although no security program is foolproof, these programs offer oversight and continual monitoring at the site and district level



EXPANDED LEARNING OPPORTUNITIES

#1

Develop a systematic approach to educational intervention for struggling learners and credit recovery opportunities for individuals at risk of not graduating with their cohort

Addressing areas where students have not achieved mastery, especially during the early childhood years, can make a significant difference in long-term education success.

Deer Creek currently offers a variety of tutoring and intervention opportunities beyond the school day including:

- Year-round credit recovery for qualified high school students
- Year-round Reading Sufficiency Act (RSA) tutoring for qualified elementary students
- Free tutoring for qualified Native American students
- Extended School Year summer school for qualified students with special needs

As our district grows, the need to expand offering for students to receive support outside of the school day becomes a higher priority. The following page outlines potential opportunities for expanded learning offerings in the future.



EXPANDED LEARNING OPPORTUNITIES

Potential Additional Offerings for Educational Support

Summer Opportunities through Francis Tuttle: Opportunities for high school students to earn new credits in specific content areas to allow easier access to participate in concurrent coursework or programs through Francis Tuttle. This program would be offered at a cost to participating families and is slated to begin Summer 2023.

Certified Academic Language Therapists: Access to multi-sensory reading intervention facilitated by staff who have been trained as certified academic language therapists (CALT) for qualified elementary students who are struggling in the area of reading. This program would be offered at no cost to participating families based on space availability and is slated to begin Fall 2023. Additional CALT tutoring services may also be available at a cost.

Education-Based Summer Camps: Reinstating education-based summer camps offered by Deer Creek certified staff. These programs would be offered at a cost to participating families and are slated to begin Summer 2024.

English Language Learner Summer Camps: Aside from English, there are currently **56 languages spoken** by Deer Creek students. **Over 900 students have been identified as speaking a language other than English in the household.** The need to provide additional supports for this subgroup of learners continues to grow and the earlier interventions can be offered the more benefit there is to the student. Deer Creek will begin building curriculum in an effort to create two summer camps for English Language Learners. One program will be for elementary grades and one specifically for students entering pre-kindergarten, slated to begin Summer 2025.



EXPANDED LEARNING OPPORTUNITIES

#2

Increase enrichment for students identified as Gifted/Talented

As part of the district’s instructional philosophy, teachers integrate enrichment opportunities through academic instruction to this subgroup of learners. In addition, many school sites offer dedicated time in the day specifically for enrichment and intervention opportunities without interruption of academic instruction.

Moving forward, Deer Creek will be offering **direct small group** courses specifically for students in **grades 3-6** identified as **gifted/talented**.

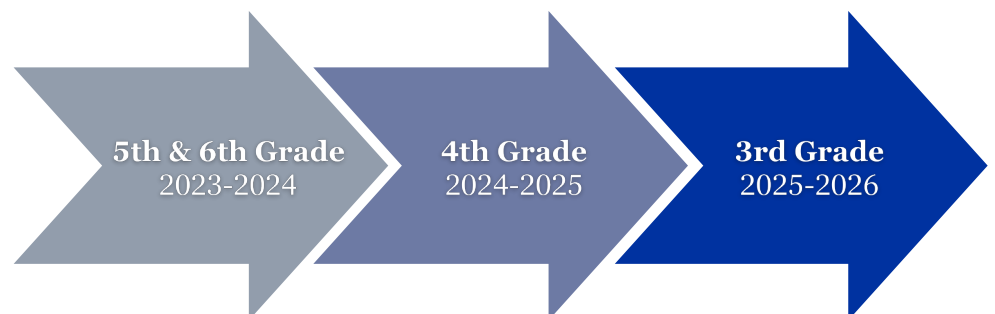
The goal is to provide a **unique, gifted-based curriculum** experience for students without taking them away from core content or denying them the opportunity to participate in chosen electives. Dedicated staff will be hired to focus solely on gifted instruction.

500

Identified Deer Creek Gifted & Talented Students

(2022-2023)

Projected Implementation Timeline





EXPANDED LEARNING OPPORTUNITIES

As Deer Creek continues to grow and diversify, the variety of course offerings at the middle and high school must diversify as well. Strategic implementation of new programs can ensure long-term success.

Whether a course should be added is based on a set of criteria:

- Student Interest/Pre-Enrollment
- Approval by State Agencies (if required)
- Ability to Staff with Qualified Personnel
- Space Availability
- Available Funding

#3

**Increase
middle and
high school
innovative
course
offerings**

**View the high need
& high demand
course offerings on
the next two pages.**

**Workforce Development is a
high-priority initiative in
Oklahoma. Preparing students
for careers in growth industries
benefits the state as well as
those seeking guidance for the
future beyond school.**



EXPANDED LEARNING OPPORTUNITIES

As Deer Creek looks to the next five years, the following course offerings have been highlighted as high need/high demand opportunities for students.

Keystone

This course is a requirement for all 9th graders and will replace our Health class. The course will cover healthy lifestyles (nutrition, suicide prevention, digital citizenship, social and study skills, career planning and post secondary opportunities, mental/emotional/physical health, drug/alcohol/nicotine prevention) as well as address state graduation requirements including CPR, Personal Finance, ICAP and the Citizenship Test. Some of these items are the introduction to those programs, with further discussion/work in upcoming classes.

Capstone

This course will go opposite the existing online government course and will address many of the state graduation requirements including financial literacy, CPR and ICAP. This course focuses on making sure graduating students have completed all mandated graduation requirements and has students look towards post secondary life. They will research college options, scholarship opportunities, build budgets, discuss insurance and credit. Updating resumes, job shadowing and interviewing skills, workplace safety and community service are other units covered in this new course.

Reserve Officers' Training Corps (ROTC)

The Deer Creek Board of Education approved ROTC as a course offering at Deer Creek High School in 2021. However, approval is required by the Department of Defense before a program can be started. Currently, Deer Creek is on a waiting list for approval.

Agricultural Education (Ag)

The Deer Creek Board of Education approved Ag as a course offering in 2022 and the district was approved by the State Career Tech Board in the same year. This program is slated to begin Fall 2024 at Deer Creek High School and Deer Creek Middle School.

Continued on the next page



EXPANDED LEARNING OPPORTUNITIES

As Deer Creek looks to the next five years, the following course offerings have been highlighted as high need/high demand opportunities for students.

Deer Creek Transition Center (DCTC)

DCTC officially opened in January 2023. This program bridges the gap for students with special needs to develop important life skills that will help them become career-ready and more independent as they move into adulthood. While the facility is located on the high school campus, the goal is to utilize this program with younger learners in addition to high school and post-high students.

Career Tech Expansion through Francis Tuttle

The partnership between Francis Tuttle Technology Center and Deer Creek has been mutually beneficial. The career tech option allows student access to resources and instruction that would normally be out of reach at the high school. Project Lead the Way offers middle school students meaningful hands-on learning and assists in develop key interest which translate to career options. Deer Creek is dedicated to growing this partnership and removing any barriers which prevent student participation.

Orchestra

This program is seeking approval by Deer Creek Board of Education in 2023. Upon approval, the program would be slated to begin Fall 2024 at Deer Creek Intermediate School and build out to the middle and high school in subsequent years.

Aviation III & IV

The Aviation program at Deer Creek High School has continued to grow in popularity. As a direct link to the Workforce Development initiative, it is important to build upon the success of this program and utilize the instructional staff to their fullest potential. Advancement of this program is slated for the 2025-26 school year.



EXPANDED LEARNING OPPORTUNITIES

#4

Provide Pre-Kindergarten for all Deer Creek families

Deer Creek offers 12 full-day Pre-K programs at no cost to in-district patrons. Located at Rose Union Elementary, each Pre-K classroom has a capacity of 20 students with one certified teacher and one Pre-K paraprofessional. The Pre-K program in Deer Creek is incredibly popular, with many students left on the waiting list once all the available spaces are filled.

Although Pre-K is not a state-required grade level, participation in this early childhood program leads to stronger academic and social experiences for students once they enter kindergarten. The largest obstacle for growth of the Pre-K program in Deer Creek is space. As our enrollment at the elementary level grows each year, classroom space becomes more difficult to find. Rose Union is at capacity for Pre-K classrooms, which is why the district is looking at available space at other school sites to continue to grow the program.

Four additional Pre-K programs (two at Grove Valley Elementary and two at Deer Creek Elementary) are slated to open for the 2023-24 school year. The goal is to add two additional programs for both the 2024-25 school year and the 2025-26 school year in order to provide enough space to allow all Deer Creek families the opportunity to participate in Pre-K.

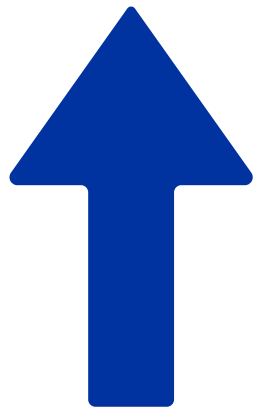


PHYSICAL & FINANCIAL RESOURCES

Over the past twenty years, Deer Creek has seen an average student growth rate of 7.38% annually.

#1

Create a vision for what we want our schools to look like



Deer Creek Student Enrollment Increased

311%

Between 2001 - 2022

Bond issues play a vital role in how Deer Creek School District serves its students. With such rapid growth, construction and renovation of schools is an ongoing process in our district.

As bonded capacity becomes available, having a clear vision of what our community values in terms of design, functionality and best use of tax dollars will help ensure that Deer Creek will continue to open schools that patrons will be proud of and will meet the needs of our students now and in the future.

While many of these targeted areas will need to be addressed through multiple steps, key items include:

- Renovation and expansion of the high school campus
- Turf playground areas with additional ADA equipment
- Greater emphasis on security
- Intercom upgrades
- More internal and external cameras
- Higher security access points into buildings
- Consistent upgrade of internet and software security
- Four-year rotation cycle for student and staff technology



PHYSICAL & FINANCIAL RESOURCES

#2

Strategic distribution of 2022 bond funds for maintenance and transportation projects

In February 2022, Deer Creek passed a \$131 million bond project. In addition to multiple construction projects, funds from this bond were designated specifically to transportation upgrades and general maintenance projects. Recent economic developments have led to significant increases in the cost of materials and a shortage in production of transportation and maintenance goods and services.

As a result, Deer Creek has developed a very specific budgetary plan to address the potential needs of the district over the next five years.

1.4M

*ESTIMATED AVERAGE
MAINTENANCE COSTS PER YEAR
UNTIL 2027*



1M

*ESTIMATED AVERAGE
TRANSPORTATION COSTS PER YEAR
UNTIL 2027*



HUMAN CAPITAL

#1

Develop a new model for talent acquisition

Oklahoma is facing an unprecedented teacher and staff shortage. School districts can no longer be passive recipients of applicants for vacant positions. Recruitment and promotion must be a year-round process in order to elevate Deer Creek above other school districts as a preferred employer. Once staff is hired, they need to be surrounded with training and support to build their value and confidence.

Steps to address recruitment and staff induction include:

- **Creating pipelines of training and development for current staff**
 - Providing opportunities for those interested in exploring other career branches within the education field is crucial for staff retention. This can be accomplished by utilizing our relationships with professional organizations and the State Department of Education, as well as continuing the process of instructional rounds at each school site.
- **Developing a teacher cadet program for high school students during the 2025-26 school year**
 - The University of Central Oklahoma produces the largest amount of teacher candidates in the state. Creating a partnership with UCO to develop a teacher cadet curriculum can introduce students to the education career field while summer internships in our summer school programs can offer real world experience to those interested in pursuing teaching.
- **Intentional promotion of Deer Creek School District**
 - Strategic social media promotion of the district and available job openings across multiple platforms
 - Maximizing job fair opportunities by including current teachers in the recruiting efforts
 - Looking beyond the Oklahoma borders in an effort to diversify our teaching staff
 - Partnerships with new and existing Deer Creek businesses for recruitment benefits
- **Begin developing an induction plan during the 2023-24 school year to support new teachers**



HUMAN CAPITAL

#2

Use Professional Learning Communities as a collaborative support structure for educators

The formalized process of **Professional Learning Communities (PLC)** has been around since the late 1990s. The PLC process is driven by three core concepts that guide the daily work of educators:

1. **The fundamental purpose of the school is to ensure high levels of learning for all students** and the extent to which the school is successful in achieving that purpose will have a profound effect on the short- and long-term success of students. The relevant question in a professional learning community is not “Was it taught?” but rather, “Was it learned?” The shift from a focus on teaching to a focus on learning underpins the work of a professional learning community.
2. **Educators cannot fulfill the fundamental purpose of learning for all if they work in isolation.** Therefore, they must work together collaboratively to address those issues that have the greatest impact on student learning and must take collective responsibility to ensure the learning takes place.
3. **Educators will not know the extent to which students are learning unless they have a results orientation, constantly seeking evidence and indicators of student learning.** They will use that evidence to identify students who need additional time and support for learning and to inform and improve their own practice in the classroom.

Providing structure, guidance and dedicated time for collaboration not only creates a strong learning environment for all students, it offers necessary support to teachers. The PLC process offers new teachers guidance and a learning framework for their early years in the profession. Veteran educators have the opportunity to mentor as well as learn from colleagues. In order to have consistency in the PLC process, three key conditions must remain in place:

- **Dedicated time within the contract day to collaborate, analyze data, develop common assessments and evaluate learning goals**
 - Late Start Wednesdays, remote learning days and uninterrupted planning time play an important role in providing this opportunity
- **Consistent training and evaluation of the PLC process**
 - Dedicated funds for training of new and current staff ensures steadfast consistency to the process
- **Administrative support at the site and district level**
 - Active engagement in the PLC process



HUMAN CAPITAL

Each year, dozens of patrons, retired educators and qualified adults sign up to serve in schools across the district. They provide safety and consistency in our classrooms when teachers are not available.

#3

Address the substitute shortage

Substitute teachers play an important role in the educational mission of Deer Creek.

Since the pandemic, the number of individuals willing to serve as substitute teachers has decreased dramatically. As with other industries, the workforce has diminished as the demand for services has increased.

In order to improve the fill rate of substitute jobs and attract a larger pool of candidates, Deer Creek must look beyond the paradigms associated with traditional approaches to substitute training, salary and incentives.

Suggestions provided by stakeholders include:

- Increase salary for certified and non-certified substitutes
 - Current rate is \$80 per day for certified substitutes, \$70 per day for non-certified
 - Increase rate for days with largest amounts of absences (typically Mondays and Fridays)
- Promote substitute openings through local churches and community organizations
- Streamline substitute training by offering as many online options as possible
- Offer incentives for qualified substitutes
- Athletic pass
- Free lunch
- Transportation for children of substitutes

On average, 40% of substitute job requests go unfilled each day in the district. In order to fill that gap, classes are combined or teachers must give up their plan time to cover for absent colleagues.



GOVERNANCE, LEADERSHIP & ACCOUNTABILITY

Evaluating and updating operational and organizational processes allows Deer Creek to stay current and efficient. Growth in student enrollment goes hand-in-hand with growth of personnel.

It is important to develop and maintain processes of accountability, efficiency, professional growth and self-care in order to create a stable and positive work environment for all employees.

#1

Improve accountability of work schedule and accrued overtime

Deer Creek utilizes Frontline Human Capital Management system to track when an employee clocks in/out for work or requests leave. Developing systems to better track employee work schedules, leave approval and accrued comp time earned by working overtime will allow Human Resources to determine where additional staff may be needed, assess potential abuse and ensure that tax dollars spent on personnel are used in the most effective manner.

Update the work order process

In 2022, Deer Creek moved all IT work orders to the Incident IQ help desk software system. This change streamlined the work order process and allowed for greater transparency regarding the urgency and timeliness of each work order request. It also led to more accountability for response time. Starting Fall 2023, all operations work orders will also switch to Incident IQ. This will reduce the redundancy of help desk software in the district and place everything under the same system.

#2

Systematic review of board policies

As a best practice, all board policies should undergo a review every at least every 10 years. Even if no changes occur, having a process in place to evaluate each policy ensures the district is in compliance with any law changes at the state and federal level. With this in mind, the following review structure will be put into effect on a five-year rotation, conducted by the Superintendent and district Cabinet members:

- Sections A-C (2023)
- Sections D-F (2024)
- Sections G-I (2025)
- Sections J-L (2026)

#3



GOVERNANCE, LEADERSHIP & ACCOUNTABILITY

#4

Emphasize the need for work-life balance to all employees

In education, it can be very easy to make long work hours and lack of personal/family time a normal practice. When this occurs, employees can quickly burn out or become ineffective. While Deer Creek strives for the very best educational environment for students, there must also be a balance for teachers and staff to enjoy and value their personal life.

For the 2022-23 school year, one of the primary themes focused on creating a work-life balance. Much of the content shared emphasized the need for the individual to adjust their own practices in order to create this balance.

As we move into the 2023-24 school year, the focus must shift toward improving practices in place at the district and school level which prevent a meaningful work-life balance.

Building an internal leadership pipeline

Investing in the professional growth of staff is an important component to a successful work environment. This can be mutually beneficial for both parties. For the individual employee, they are receiving guidance and support as they strive to attain career goals. For the district, they are building future leaders and increasing capacity.

For the 2023-24 school year, Deer Creek will begin the inaugural cohort for the Teacher Leader Development Academy (TLDA). This cohort will comprise of 10-15 certified teachers interested in improving their leadership skills. TLDA will meet four times during the school year, focusing on professional and instructional leadership.

For the 2024-25 school year, Deer Creek will create the Next Level cohort. Next Level will be a small group cohort of aspiring head principals currently serving in an administrative role, focusing on developing the skills needed to lead a school in Deer Creek.

#5



CLIMATE & CULTURE

#1

Defining and prioritizing what makes Deer Creek Unique



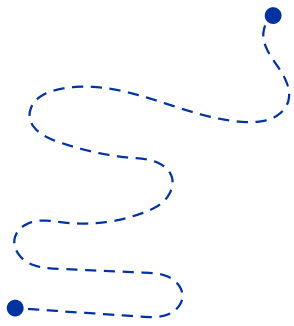
The evolution of Deer Creek is unlike any district in Oklahoma. Within the span of 20 years, Deer Creek has grown from a four-school district with 1,909 students to a nine-school district with 7,634 students. This type of growth brings unique challenges including maintaining our traditional identity of a small community school district while contending with the needs that come with becoming one of the 20 largest districts in Oklahoma.

Acknowledging the traditions and activities that have been rooted in our district while creating new ways to meet the needs of a diversifying district is an important focus area in order to create a welcoming learning environment for all students while setting ourselves apart from other large districts in the state. This includes:

- **Maintaining our district-wide identity that we are all Antlers**
 - As new schools open in our district, we will keep the Antler mascot as the consistent theme.
- **Clean, high-quality buildings**
- **A focus on students**
 - Small class sizes
 - Expanding extra-curricular opportunities
 - Inclusivity for our special needs population
- **A collaborative culture**
 - Seeking feedback from staff, students and patrons
 - Consistent, proactive and transparent communication
 - Increased decision-making transparency
- **Prioritizing activities that integrate everyone into the school community**
 - Homecoming parade and carnival
 - Creek Classic
 - Senior Clap-Out
 - Antlerpalooza
 - DC Arts Festival
- **Promoting what we do to the community**
 - Tying high school activities together with the elementary
 - Virtual open houses



CLIMATE & CULTURE



A healthy school environment is not a destination, it is an ongoing journey.

#2

Continuous focus on improving climate and culture

How students, patrons and staff feel about the current state and long-term trajectory of the district should be a major factor in the decision-making process. There are many organizations who play an important role in the success of the district and there are several areas that impact the well-being of those the district serves.

Creating a safe place to grow

- Having a voice that matters; being listened to in the decision-making process
- Knowing that you can try and fail, or ask questions without repercussions
- Creating a consistent and fair environment

Feeling welcome

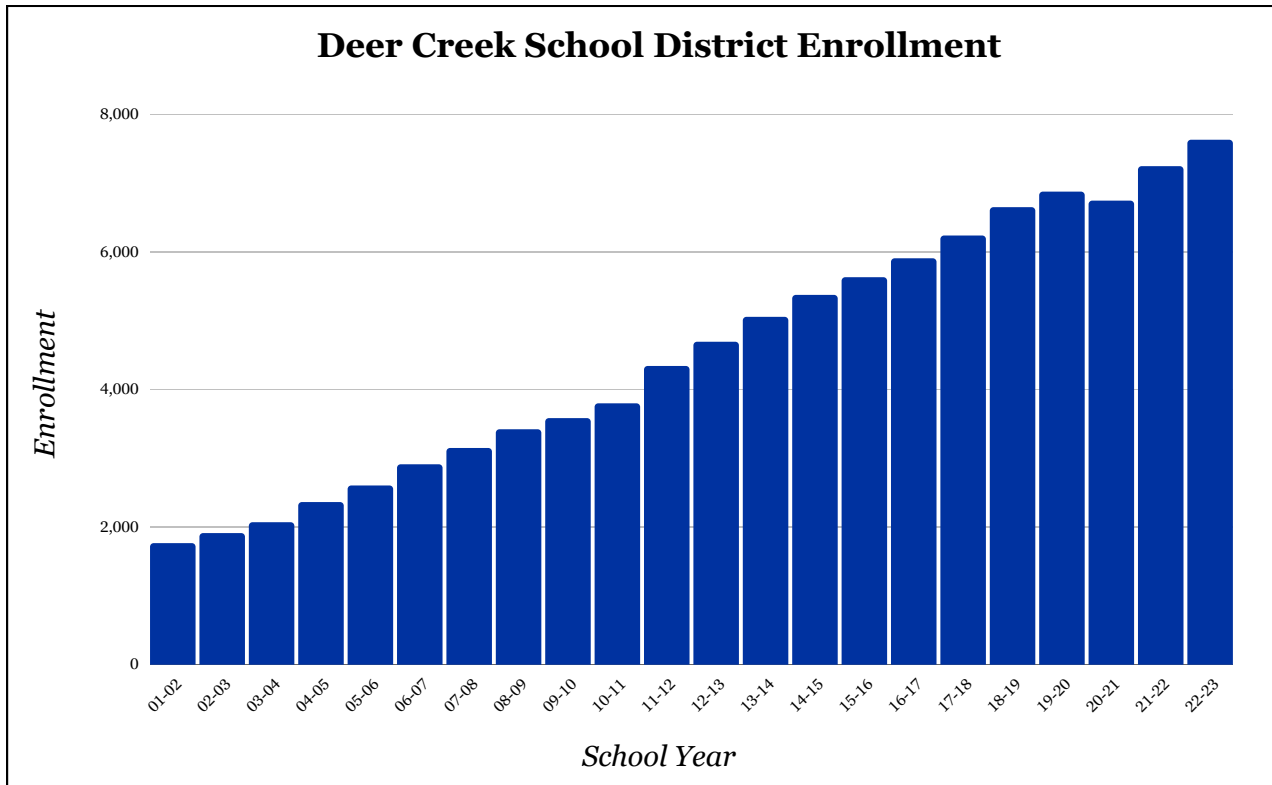
- Creating more opportunities for parents to be involved in the educational environment without compromising the safety or functionality of the school
- Acceptance of all students regardless of race, religion, socio-economic status, special needs, sexual orientation or geographical history

Supporting those who support our schools

- Quarterly district-wide meetings for PTO officers
- Regular communications with booster clubs
- Promotion and support for the Deer Creek Foundation
- Integrating alumni organizations into the school community
- Formal recognition for teachers, principals, support staff and volunteers
- Formal recognition of business partners



DEER CREEK SCHOOL DISTRICT GROWTH HIGHLIGHTS



District Projected Growth

The following table outlines projected enrollment for Deer Creek School District for the next five school years (2023-2028).

	22-23	23-24	24-25	25-26	26-27
PK4-3rd	2,636	2,794	2,962	3,140	3,328
4th - 12th	4,990	5,289	5,607	5,943	6,300
District	7,626	8,083	8,569	9,083	9,628

*These numbers are based on a six percent growth rate of the Oct. 1, 2022 enrollment numbers.

School	% Growth 22-23 Over 21-22
DCES	0.86%
DCPV	4.84%
DCRU	1.00%
DCGV	7.17%
DCSC	2.29%
DC45	4.92%
DCIS	3.73%
DCMS	8.58%
DCHS	6.94%
District	5.30%
State of Oklahoma	0.37%*



Contributing Stakeholders

Deer Creek School District would like to thank the following stakeholders for supporting the development of this plan through their invaluable time, effort and input:

Michelle Anderson	School Administrator	Mike Kiehn	Board Member
Stephanie Andraszek	School Administrator	Buck King	School Administrator
Lorrie Bamford	Board Member	Amy Klappenbach	Educator
Danny Barnes	Board Member	Bambi Knopp	Educator
William Barr	Educator	Kevin Knutson	Parent
Genny Barto	Educator	Laura Koehn	School Administrator
Bill Bays	District Administrator	Jennifer Lang	Educator
Natalie Biggs	Educator	Kelli Lay	Board Member
Tiffany Biggs	Educator	Maggie Leftwich	District Administrator
Aspen Bischoff	School Administrator	Bethany Lorenz	School Administrator
Marcy Boudreaux-Johnson	Educator	Ashley Mackey	School Administrator
Yohance Brown	District Administrator	Dale Martin	District Administrator
Stephen Buck	School Administrator	Stacy McCall	School Administrator
Andrea Carpenter	Educator	Elvin McDaniel	District Administrator
Paloma Cortes-Goodwyn	District Certified Staff	Emily McDonald	Parent
Amber Davis	Educator	Laurisa Miller	School Administrator
Brooke Davis	School Administrator	Alicia Neubert	Educator
Lenis DeRieux	District Administrator	Tina Nunn	School Administrator
Jack Drakeford	Parent	Kristen Payahsape	District Support Staff
Cordell Ehrich	District Administrator	Jason Perez	Superintendent
Michelle Eidson	School Administrator	Mark Phillips	School Administrator
Jennifer Elliott	Parent	Jenny Richards	School Administrator
Robert Feinberg	District Administrator	Renee Roodzant	District Certified Staff
Heather Flinton	School Administrator	James Rose	District Administrator
Mark Framel	Educator	Amanda Ross	Parent
Erin Frizzell	School Administrator	Jennifer Shaver	School Administrator
Lucia Frohling	Parent	Billie Smith	Parent
Carissa Garrett	Educator	Marcus Smith	School Administrator
Janelle Giammario	School Administrator	Shareen Smith	School Administrator
Deidre Grau	Educator	Jenny Street	Parent
Kerri Gray	Educator	Matt Thompson	Parent
Stan Green	Board Member	Brooke Townsend	Parent
Hannah Haikin	District Certified Staff	Adrienne Turner	District Certified Staff
Sara Harjo	Educator	Taylor Upchurch	School Administrator
Scott Haselwood	District Administrator	Brock VanCleave	School Administrator
Cheyenne Heath	District Certified Staff	Kristy VanDorn	District Administrator
Kelly Hinton	District Administrator	Victoria Vaughn	Educator
Jennifer Ingram	District Certified Staff	Sherri Verble	School Administrator
Rachel James	Educator	Dana Welch	Parent
Brian Johnson	District Certified Staff	Deborah West	School Administrator
Jeff Johnson	District Administrator	Carla Young	School Administrator