

# Faculty and Staff of Deerfield Elementary

2013-2014

## Principal

Todd Dalley

## Intern Coordinator

Caroline Knadler

## Office Staff

Carla Harris - Lead

Haylee Rich

Mauri Wright

Stephanie McAllister

## Custodial

Bob Nilsson

Richard Smith

## Kindergarten

Vickie Richey

Megan Ericson

## 1st Grade

Sharon Hansen

Tiffany Hutchinson

Emily Jones

Bethany Gardner

## 2nd Grade

Jamie Barlow

Joe Felt

Bridget Varner

Ariel Harward

Sarah Jane Mackey

## 3rd Grade

Lacey Aston

Carisa Hoopes

Charlotte McKell

Kaye Mitchell

## 4th Grade

Jeff Farnsworth

Renaë Chambers

Shari Humphries

Jen Watkins

Melissa Erickson

## 5th Grade

Jami Don Dawson

Karen Empey

Christine Ferrin

Natalie Howells

Kelsey Fanning

## 6th Grade

Mark Bagley

Lorraine Fredrickson

Diane Kitchen

Mallory Keith

Shelly Neilsen

## Specialties

Heather Anderson -

PE

Annette Boyle - Music

Aimee Hall - Art

Nilda Keetch -

Computers

Lisa Tuaitanu - Media

Louise Miller - Sp. Ed

Laura Botkin - Sp. Ed

Sean Gallacher -

Psychologist

Catherine Bigelow -

Speech

Dayla Sackett -

Speech

## Lunch

Connie Carlson - Lead

Linda Finn

Lorrie-Lou Stark

Joy Williams

Nina Brown

## Community Involvement

PTA- Kristen Howard - President, Christy Gunther - Secretary, Sandra Gerber - Treasurer

School Community Council - Liz Walbom - Chair, Jamie Jensen - Secretary, Mindy Horne, Kristen Rutter, Ginger Livingston, Gary Gardner, Jared Pollister, Todd Dalley - Principal, Caroline Knadler - Intern Coordinator, Emily Jones - Teacher, Lacey Aston - Teacher

achievement

DEERFIELD ELEMENTARY  
4353 HARVEY BLVD  
CEDAR HILLS, UT 84603

Residential Customer

# Deerfield

STAKEHOLDER  
REPORT  
NOVEMBER  
2013



## Mission: Learning and Achievement for All Students

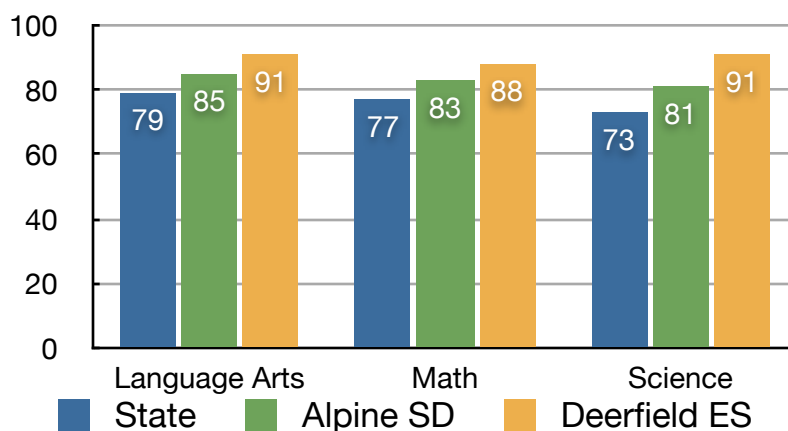
### Welcome

This Stakeholder Report for Deerfield Elementary School is intended to inform and update all members of the Deerfield community. It will describe where we are and where we want to be headed.

### Academic Achievement

We are very pleased with how we rank among other schools in the area and the state. We still have room to improve but we are on the right track. Our School Improvement Plan is focused and is proving to be effective. Details will be given in this report.

### 2013 CRT Percent Proficiency Comparisons



## Programs

The Mission Statement of Deerfield is: Learning and Achievement for All Students. We have worked hard to create programs and opportunities for all students. To help with reading skills, we have STARS and Double Dose. For assistance with math, each grade is given an aide for an hour a day for extra instruction and many grades have after school help sessions. We also have opportunities for students to develop new talents. We have our annual play, ballroom dance, and band. Deerfield is a great place that continues to look for opportunities to help all students.

# School TrustLands Report

## School Community Council and TrustLands

Every school throughout Utah has a School Community Council (SCC) made up of patrons and school employees. The SCC is charged with identifying the school's greatest area of need based on pertinent data, developing a School Improvement Plan, and allocating funds from the State TrustLands budget.

After looking at multiple sources of data, the SCC and faculty identified literacy as our focus area. We developed a School Improvement Plan that set goals for Language Arts and set interventions in place using TrustLands funds.

## Goals for 2012-2013

While all students were eligible for interventions, we chose to track specific students during the year to assess their progress. We set the same goals that we did previous year which has helped with consistency. Our goals for 2012-2013 were:

Lower grade students (K-3) will be assessed using DRA in the fall of 2011 and the spring of 2012. Two Tier 2 students will be selected per class in 1st, 2nd, and 3rd grades will show at least a 12-month gain from fall to spring. Two Tier 2 students will be selected per class in kindergarten will gain at least one level from winter to spring.

Upper grade students (4-6) will be assessed using CRT data in the spring of 2012. The average percentage on CRT Language Arts scaled scores among all Tier 2 students will increase 2 points.

## How Our TrustLands Funds Were Used

### Summer Planning Day

Each grade was able to apply for one day during the summer to come together to plan literacy related goals, activities, lessons, and assessments. The work that was accomplished helped set the framework for their collaboration meetings for the rest of the school year.

### Literacy Coordinator

Our Literacy Coordinator played an incredible role in making our Double Dose program run so effectively. She worked with Literacy Reps (one teacher from each grade) to determine the students that would benefit from extra literacy instruction, helped design lessons, trained aides, and collected and analyzed data.

### STARS

During the 2012-2013 school year, 63 students received STAR Reading Tutoring. The tutoring occurred two times a week for a half hour each time. Highly trained paraeducators followed the STARS Program, written by the Utah State Office of Education. The program focuses on comprehension, fluency, phonemic awareness, and reading skills practice. The average reading level gain for the STAR Students was 4.28.

### Take Home Reading Library

Our Take Home Reading Library supervisor recruited dozens of volunteers to help provide students with level appropriate books to read at home. She helped with data entry and ordering materials.

### Kindergarten Aide

The Kindergarten aide tutored students one-on-one with literacy and math skills, used multiple strategies to help students memorize and write letters, and helped students with counting accurately to 32 and basic number sense.

### Double Dose Aides

Students that were identified through DRA and CRT testing data who struggled with literacy were referred to Double Dose. Under the direction of the Literacy Coordinator, aides worked with small groups with these students before or after their assigned track time. Lessons focused on improving fluency and comprehension.

## Results

Our targeted students in the lower grades made impressive growth. These students were identified using the DRA and were placed in Double Dose and/or STARS, interventions funded by our TrustLands funds.

1st grade: Of the 20 identified students; all 20 made at least two levels growth on the DRA from September to April.

2nd grade: Of the 15 identified students, 14 made at least two levels growth on the DRA from September to April.

3rd Grade: Of the 15 identified students, 14 made at least two levels growth on the DRA from September to April.

For our upper grades, we are very pleased with the growth of our targeted students. To select the students we tracked we used CRT date from the previous year. These students were given extra interventions, like Double Dose, to help improve their literacy. Our goal was to see an average growth of 2% in their scaled scores. Our growth was:

4th Grade 2.8%

5th Grade 2.2%

6th Grade 3.9%

## Grade Level SMART Goals 2013-2014

### Kindergarten

By May 1, 80% of Kindergarten students will read 20 or more sight words from the ASD list of Kindergarten sight words.

### 1st Grade

Students will both read and write high frequency sight words with 80% accuracy 3 times per year.

### 2nd Grade

Students will solve 30 addition facts (facts with a sum within 20) in 3 minutes with 90% accuracy by the end of the year

### 3rd Grade

Students will understand how to represent and solve problems involving multiplication and division with 85% of students passing a common unit assessment.

### 4th Grade

90% of all students in 4th grade will pass the Factors and Multiples Multiplication assessment at 80% or above by December 20.

### 5th Grade

80% of students will achieve at least 3 out of 4 on the Chapter 6 fractions post common assessment in February 2014.

### 6th Grade

85% of all sixth grade students will complete a graphic organizer to focus their thoughts and ideas for an assigned writing topic. The rubric for the organizer will include: (1) a title, (2) at least three areas of focus, and (3) at least three specific details per supporting paragraph. In order to pass all three areas must be completed.

# Deerfield Elementary

## School Improvement Plan 2013-2014

**Focus:** Language Arts and Math

### Goals:

#### *Language Arts-*

Lower grade students (K-3) will be assessed using DRA in the fall of 2013 and the spring of 2013.

- Two Tier 2 students will be selected per class in 1<sup>st</sup> and 2<sup>nd</sup> grades and will show at least a one school year gain from fall to spring.
- Two Tier 2 students will be selected per class in 3<sup>rd</sup> grade and will gain at least two levels from fall to spring
- Two Tier 2 students will be selected per class in kindergarten and will gain at least one level from winter to spring.

Upper grade students (4-6) will be assessed using the state end of level test

- Students who have scored between 150 and 162 on the 2013 Language Arts CRT will achieve an SGP of at least 40 on the 2014

#### *Math-*

- The median SGP of our students who take the 2014 Math CRT will be at least 50

### Planned Steps

#### *Language Arts*

1. An upper and a lower grade Literacy Coordinator will be funded to help with the implementation, operation, and analysis of our Literacy goals.
2. In the Fall of 2013, we will meet as a faculty to discuss our goals. Teachers will be given time and resources to identify which students they will be tracking. Lower grades will focus primarily on DRA data. Students will be selected using a predetermined criteria. Upper grade teachers will do the same but focus on CRT data.
3. Literacy Representatives will meet monthly to track data and evaluate our progress
4. TrustLands funds will be used to match district funds to continue our successful Double Dosing program.
5. Identified students will be placed in interventions that will take place before, during, and after school. Grade level teachers will help direct aides who will be working directly with students during non-class time. Primary interventions will be Double Dose and STAR Tutoring (lower grades only).
6. Money will be set aside to fund reading incentive programs. This will be designed by teachers and parents.
7. At the end of the year, we use DRA and CRT data to examine our progress towards meeting our goals.

#### *Math*

1. Grade levels may apply for a one day Summer Math Collaboration Grant. Grades that participate will be given one day during the summer to help prepare for the implementation of the new math core.
2. Grade levels will be given 1 hour per week math aide time.