

Faculty and Staff of Deerfield Elementary

2012-2013

Principal

Todd
Dalley

Intern Coordinator

Caroline Knadler

Office Staff

Carla Harris - Lead
Haylee Rich
Mauri Wright

Custodial

Bob Nilsson
Richard Smith

Kindergarten

Vickie Richey
Megan Ericson
Renee Chambers

1st Grade

Sharon Hansen
Tiffany Hutchinson
Emily Jones
Bridget Varner
Bethany Gardner

2nd Grade

Jamie Barlow
Joe Felt
Ariel Harward
Sarah Jane Mackey

3rd Grade

Lacey Aston
Jenny Bentley
Carisa Hoopes
Charlotte McKell
Kaye Mitchell

4th Grade

Jeff Farnsworth
Shari Humphries
Jen Watkins
Ryan Wells

5th Grade

Jami Don Dawson
Karen Empey
Christine Ferrin
Natalie Howells
Carolyn Hamilton

6th Grade

Mark Bagley
Lorraine Fredrickson
Diane Kitchen
Shelly Neilsen

Specialties

Heather Anderson -
PE
Annette Boyle - Music
Aimee Hall - Art
Nilda Keetch -
Computers
Louise Miller - Sp. Ed
Deah Borders - Sp. Ed
Ryan Greene -
Psychologist
Jan Dowling - Speech
Kendra Schofield -
Speech

Lunch

Connie Carlson - Lead
Linda Flinn
Lorrie-Lou Stark
Joy Williams
Joelle Asplund

Community Involvement

PTA- Becky Jo Bryant - President, Kristin Howard - Pres. Elect, Lisa Flinders - Secretary, Suzanne Bunker - Treasurer
School Community Council - Brooke Curtis - Chair, Mindy Horne, Liz Walbom, Sheryl Flanary, Ginger Livingston, Amy Cook, Gary Gardner, Andrea Kristenesen, Jared Pollister, Todd Dalley - Principal, Jami Don Dawson - Teacher, Charlotte McKell - Teacher

achievement

DEERFIELD ELEMENTARY
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CEDAR HILLS, UT 84603

Residential Customer

Deerfield

STAKEHOLDER
REPORT
2012-2013



Mission: Learning and Achievement for All Students

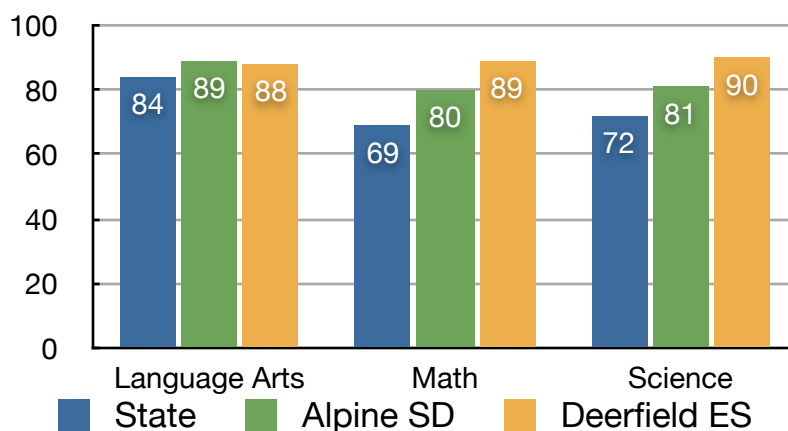
Welcome

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

Deerfield does very well academically because of amazing students, parents, teachers, and support staff. Education is very important to everyone in the Deerfield community and our test scores reflect that. At right, you can see our end of level test scores for this past year. We will continue to strive to improve.

2012 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, many grades have after school help sessions. We also have opportunities for students to develop new talents. We have our annual play, ballroom dance, Knowledge Bowl (starting this winter), foreign language opportunities, 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 2011-2012

While all students were eligible for interventions, we chose to track specific students during the year to assess their progress. Our goals for 2011-2012 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 using Value Added Data from the 2011 score.

How Our TrustLands Funds Were Used

Funds were given to grade levels to help them buy books and materials. Our focus was increasing the strength of our non-fiction classroom libraries in anticipation of the transition to the new state core guidelines.

All grade levels were given the opportunity to apply for a summer grant. Grade levels that applied were given 1.5 days to meet in June or July to focus on literacy instruction and assessments. This was a huge benefit to all that participated and helped them springboard into the school year ready to work on our school improvement goals.

During the 2011 - 2012 school year, STAR Tutors worked with a little over 50 students. These students were identified through the DRA and recommended by their classroom teacher. Tutors work one-on-one with students for thirty minutes at a time, two times a week, using the STAR Reading Program, developed by the Utah State Office of Education. Each of our STAR students have improved their reading abilities and many have reached grade level.

Funds were also used to pay for aides in our Kindergarten classes. Aides taught letters and sounds with multiple modalities, sight words using multiple modalities, and assisted students with self-monitoring with a grade level text.

Results

Overall, we did very well at meeting our goals. We provided a structure for interventions through our Literacy Committee, STARS, Double Dosing, and other programs. The time that was provided for teachers to meet in the summer was very valuable as they focused on literacy lessons and assessments. The aide time that was funded using TrustLands funds was invaluable in working with students in small group environments.

To quantify our goals, we hoped that our lower grade targeted students would show at least a 12 month gain from the Fall to Spring administration of the DRA. Of the students that were tracked to help measure the effectiveness of our interventions, 30 of 35 met the goal.

For our upper grade students we sought an increase of 2 on their CRT scores based on value added data. We identified those who were not proficient the previous year and tracked their progress. Our targeted students increased an average of 2.8.

Our Goals for 2012-2013

We are happy with the progress we are making and with the interventions that have been put in place. This year, we are continuing to focus on achievement in literacy. Having learned a great deal last year, we are much more systematic about how students are placed in interventions, how data is tracked, and how we evaluate our progress this year.

Our current School Improvement Plan is attached.

Grade Level

SMART Goals

Kindergarten

By post assessment, 80% of kindergarten students will read the 20+ sightwords with automaticity.

1st Grade

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

2nd Grade

On the Spring DRA all students who were below benchmark in the Fall will have made 1 year's growth.

3rd Grade

80% of students in each 3rd grade class will attain a level 3 proficiency on a writing rubric rubric by March.

4th Grade

4th grade students will increase their 2D geometry pretest and post test score by 10%.

5th Grade

90% of students will achieve an 18 or higher on the 5th grade DWA using the Utah Write 6 traits rubric for writing in 2013.

6th Grade

90% of those students who scored below a 4 on the interpretation of the DRA will increase by at least one level.

Deerfield Elementary

School Improvement Plan 2012-2013

Focus: Language Arts

Goals:

Lower grade students (K-3) will be assessed using DRA in the fall of 2012 and the spring of 2012.

- Two Tier 2 students will be selected per class in 1st and 2nd grades will show at least a one school year gain from fall to spring.
- Two Tier 2 students will be selected per class in 3rd grade will gain at least two levels 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 2013.

- The average percentage on CRT Language Arts scaled scores among all Tier 2 students will increase 2% from the 2012 score.

Planned Steps

1. A school Literacy Coordinator will be paid a stipend through TrustLands to help with the implementation and data collection.
2. All teachers will be able to apply for a summer literacy grant. They could be given 1 day to meet to discuss their plans for strengthening literacy in their grade level.
3. In the Fall of 2012, 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.
4. A school literacy group will track data and to coordinate all efforts. It will meet monthly to discuss students and program needs.
5. TrustLands funds will be used to match district funds to continue our successful Double Dosing program.
6. 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).
7. Money will be set aside to fund reading incentive programs. This will be designed by teachers and parents.
8. At the end of the year, we use DRA and CRT data to examine our progress towards meeting our goals.