



# **School Improvement Plan**

Deerfield Elementary School

Avondale School District

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

# **Deerfield School Improvement 2019-2020**

## **Overview**

### **Plan Name**

Deerfield School Improvement 2019-2020

### **Plan Description**



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All elementary-aged students will improve their persuasive/argumentative writing proficiency.	Objectives: 1 Strategies: 5 Activities: 9	Organizational	\$34000
2	All elementary-aged students will demonstrate knowledge and application of mathematical concepts.	Objectives: 7 Strategies: 5 Activities: 12	Academic	\$9000
3	All elementary-aged students will be proficient in Science	Objectives: 1 Strategies: 4 Activities: 6	Academic	\$0
4	All elementary-aged students will be proficient in reading and literacy.	Objectives: 1 Strategies: 7 Activities: 15	Academic	\$500
5	We will create and Maintain a learning environment for all Deerfield students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
6	Students will graduate from Avondale Schools college and career ready.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	We will support students' social-emotional learning, health and safety.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2000

## Goal 1: All elementary-aged students will improve their persuasive/argumentative writing proficiency.

### Measurable Objective 1:

demonstrate a proficiency in producing clear and coherent writing in which the structure, development, and conventions are appropriate to task, purpose and audience in English Language Arts by 06/12/2020 as measured by state and local assessments.

### Strategy 1:

5 Dimensions of Teaching and Learning Instructional Framework - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: English/Language Arts

Research Cited: • “5 Dimensions of Teaching and Learning”, University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership, and Teaching/Professional Staff

### Strategy 2:

Job-Embedded Professional Learning - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: English/Language Arts

Research Cited: • Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

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- Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Teacher Collaboration, Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	District Leadership, Building Leadership and Teachers

### Strategy 3:

Direct Instruction of Units of Study for Writing - Utilizing the Lucy Calkins Writing Pathways Units, all appropriate content and grade level teachers will teach students strategies and skills to develop clear and coherent informational and opinion/argument writing pieces

Category: English/Language Arts

Research Cited: • Calkins, L. (2014). Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8.

- Calkins, L. (2003). Nonfiction Writing: Procedures and Reports
- R. Routman. (2005). Writing Essentials.
- Angelilo, J. (2003). Writing about Reading: From Book Talk to Literary Essays, Grades 3-8.
- R. Flectcher. (1992). What a Writer Needs.

Tier: Tier 1

Activity - Assessing Student Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Curriculum Development, Professional Learning	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Literacy Consultants and Literacy Teacher Leaders
Activity - Utilization of Para-Professionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Through 31A funds, Para-professionals and Reading Support Paraprofessionals will provide struggling learners with support in writing and also provide behavioral and academic interventions such as small group instruction, homework support/tutoring, push-in/pull-out instruction methods, and mentoring	Academic Support Program	Tier 2	Implement	09/09/2016	06/12/2020	\$34000	Section 31a	Literacy Para-Educators
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### Strategy 4:

Cross Curricular Writing - Teachers will incorporate persuasive/argumentative writing in other content areas.

Category: English/Language Arts

Research Cited: Atwell, N. 1989. Coming to Know: Writing to Learn in the Intermediate Grades. Portsmouth, NH: Heinemann.

———. 1998. In the Middle, 2nd ed. Portsmouth, NH: Heinemann

Pearson, P. D., E. Moje, C. Greenleaf. 2010. "Literacy and Science: Each in the Service of the Other." Science 328(23): 459–63.

Tier: Tier 1

Activity - Writing in Music	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In music class, 4th grade students will write a persuasive piece evaluating their compositions they created.	Direct Instruction	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Music Teacher, Administrator

Activity - 5th Grade S.S.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th grade will write an argumentative essay incorporating the skills being learned in ELA for a social studies concept.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/12/2020	\$0	No Funding Required	Teacher

### Strategy 5:

Cultural Forces - All Deerfield staff will understand and work to improve the culture of thinking by incorporating the 8 forces that truly transform schools into a culture of thinking school. The cultural forces are expectations, language, time, modeling, opportunities, routines, interactions, and environment.

Category: School Culture

Research Cited: Ritchhart, R. (2015). Creating cultures of thinking: the 8 forces we must master to truly transform our schools. Jossey-Bass. San Francisco, CA.

Tier: Tier 1

Activity - Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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• A group of staff will collaborate to read and discuss the book, <i>Creating Cultures of Thinking: The 8 forces we must master to truly transform our schools</i> . Additionally the group will discuss ways to implement these forces within our school and classrooms.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/29/2016	06/12/2020	\$0	No Funding Required	Teachers, administrators
Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of Thinking Routines within their classrooms "to get students to do real thinking for themselves, thinking that will enhance their understanding" (Ritchhart, 2015).	Direct Instruction	Tier 1		09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, administrators
Activity - Staff Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers that participate in the book club will present new learning with the staff during monthly staff meetings. Staff will be expected to implement the new learning in their classrooms.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	No Funding Required	Teachers, administrators

## Goal 2: All elementary-aged students will demonstrate knowledge and application of mathematical concepts.

### Measurable Objective 1:

A 30% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in geometric concepts in Mathematics by 06/12/2020 as measured by as measured by local district, state, and national assessments .

### Strategy 1:

5 Dimensions of Teaching and Learning Instructional Framework with purpose and fidelity - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Mathematics

Research Cited: "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

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Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders, Teachers

### Strategy 2:

Job-Embedded Professional Learning opportunities will be provided to build the collective understanding and capacity of teachers throughout the school community - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale Pre-K-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Mathematics

Research Cited: • Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

• Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$4000	Title II Part A	District leaders, building leaders, and teachers

### (shared) Strategy 3:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

• The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.

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- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership and Teachers
Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/09/2016	06/12/2020	\$0	No Funding Required	Building Administration and Teaching/Professional Staff
Activity - Build teacher expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	District Leaders, Building Leaders, Teachers and Paraprofessionals

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Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach the math curriculum using the district adopted math series, Math Expressions. Students will participate in lessons that focus on conceptual understanding, incorporate math drawings and visual representations, and increasing mathematical discussions.	Direct Instruction	Tier 1	Monitor	09/06/2017	06/12/2020	\$0	No Funding Required	Teachers and Building Leaders

### Strategy 4:

Develop Cultural Forces - All Deerfield staff will understand and work to improve the culture of thinking by incorporating the 8 forces that truly transform schools into a culture of thinking school. The cultural forces are expectations, language, time, modeling, opportunities, routines, interactions, and environment.

Category: School Culture

Research Cited: Ritchhart, R. (2015). Creating cultures of thinking: the 8 forces we must master to truly transform our schools. Jossey-Bass. San Francisco, CA.

Tier: Tier 1

Activity - Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A group of staff will collaborate to read and discuss the book, Creating Cultures of Thinking: The 8 forces we must master to truly transform our schools. Additionally the group will discuss ways to implement these forces within our school and classrooms.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/29/2016	06/12/2020	\$0	No Funding Required	Teachers, administrator

Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of Thinking Routines within their classrooms "to get students to do real thinking for themselves, thinking that will enhance their understanding" (Ritchhart, 2015).	Direct Instruction	Tier 1	Monitor	08/29/2016	06/12/2020	\$0	No Funding Required	Teachers, administrators

Activity - Staff Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers that participate in the book club will present new learning with the staff during monthly staff meetings. Staff will be expected to implement the new learning in their classrooms.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	No Funding Required	Teachers, administration

### (shared) Strategy 5:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading



## School Improvement Plan

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Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

### Measurable Objective 2:

80% of Kindergarten grade students will demonstrate a proficiency of 80% in recognizing and writing numbers from 0-20 both in and out of sequence in Mathematics by 06/12/2020 as measured by building/grade level assessments.

### (shared) Strategy 1:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

- The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

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Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership and Teachers
Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/09/2016	06/12/2020	\$0	No Funding Required	Building Administration and Teaching/Professional Staff
Activity - Build teacher expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	District Leaders, Building Leaders, Teachers and Paraprofessionals
Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach the math curriculum using the district adopted math series, Math Expressions. Students will participate in lessons that focus on conceptual understanding, incorporate math drawings and visual representations, and increasing mathematical discussions.	Direct Instruction	Tier 1	Monitor	09/06/2017	06/12/2020	\$0	No Funding Required	Teachers and Building Leaders

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### (shared) Strategy 2:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

### Measurable Objective 3:

80% of First grade students will demonstrate a proficiency of 80% in the addition and subtraction of numbers through 10+10 and 10-10 using pictures, objects and/or numerals in Mathematics by 06/12/2020 as measured by building/grade level assessments.

### (shared) Strategy 1:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

- The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

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Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership and Teachers
Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/09/2016	06/12/2020	\$0	No Funding Required	Building Administration and Teaching/Professional Staff
Activity - Build teacher expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	District Leaders, Building Leaders, Teachers and Paraprofessionals
Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will teach the math curriculum using the district adopted math series, Math Expressions. Students will participate in lessons that focus on conceptual understanding, incorporate math drawings and visual representations, and increasing mathematical discussions.	Direct Instruction	Tier 1	Monitor	09/06/2017	06/12/2020	\$0	No Funding Required	Teachers and Building Leaders
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### (shared) Strategy 2:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

### Measurable Objective 4:

80% of Second grade students will demonstrate a proficiency of 80% in the addition and subtraction of numbers through 18 fluently in Mathematics by 06/12/2020 as measured by a district developed 3-minute timed test for addition and subtraction.

### (shared) Strategy 1:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

## School Improvement Plan

Deerfield Elementary School

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

- The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership and Teachers

Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals

Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/09/2016	06/12/2020	\$0	No Funding Required	Building Administration and Teaching/Professional Staff

Activity - Build teacher expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Deerfield Elementary School

Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	District Leaders, Building Leaders, Teachers and Paraprofessionals
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Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach the math curriculum using the district adopted math series, Math Expressions. Students will participate in lessons that focus on conceptual understanding, incorporate math drawings and visual representations, and increasing mathematical discussions.	Direct Instruction	Tier 1	Monitor	09/06/2017	06/12/2020	\$0	No Funding Required	Teachers and Building Leaders

### (shared) Strategy 2:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

## School Improvement Plan

Deerfield Elementary School

### Measurable Objective 5:

80% of Third grade students will demonstrate a proficiency of 80% in the addition and subtraction of numbers through 18 fluently in Mathematics by 06/12/2020 as measured by a district developed 5-minute timed test for addition and subtraction.

### (shared) Strategy 1:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

- The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership and Teachers
Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
Activity - Data Collection, Assessment and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

Deerfield Elementary School

Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/09/2016	06/12/2020	\$0	No Funding Required	Building Administration and Teaching/Professional Staff
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Activity - Build teacher expertise for intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	District Leaders, Building Leaders, Teachers and Paraprofessionals

Activity - Math Expressions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will teach the math curriculum using the district adopted math series, Math Expressions. Students will participate in lessons that focus on conceptual understanding, incorporate math drawings and visual representations, and increasing mathematical discussions.	Direct Instruction	Tier 1	Monitor	09/06/2017	06/12/2020	\$0	No Funding Required	Teachers and Building Leaders

### (shared) Strategy 2:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

## School Improvement Plan

Deerfield Elementary School

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

### Measurable Objective 6:

80% of Fourth grade students will demonstrate a proficiency of 80% in the addition, subtraction and multiplication of numbers fluently in Mathematics by 06/12/2020 as measured by a district developed 5-minute timed test for addition, subtraction and multiplication.

### (shared) Strategy 1:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

- The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership and Teachers

Activity - Fluency and Skill Development Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Deerfield Elementary School

The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
<b>Activity - Data Collection, Assessment and Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/09/2016	06/12/2020	\$0	No Funding Required	Building Administration and Teaching/Professional Staff
<b>Activity - Build teacher expertise for intervention</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	District Leaders, Building Leaders, Teachers and Paraprofessionals
<b>Activity - Math Expressions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will teach the math curriculum using the district adopted math series, Math Expressions. Students will participate in lessons that focus on conceptual understanding, incorporate math drawings and visual representations, and increasing mathematical discussions.	Direct Instruction	Tier 1	Monitor	09/06/2017	06/12/2020	\$0	No Funding Required	Teachers and Building Leaders

### (shared) Strategy 2:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

## School Improvement Plan

Deerfield Elementary School

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach
Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

### Measurable Objective 7:

80% of Fifth grade students will demonstrate a proficiency of 80% in the addition, subtraction, multiplication and division of numbers fluently in Mathematics by 06/12/2020 as measured by a district developed 5-minute timed test for addition, subtraction, multiplication and division.

### (shared) Strategy 1:

Math Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: Mathematics

Research Cited: • Adams, G., & Engelmann, S. (1996). Research on Direct Instruction: 25 years beyond DISTAR.

- The Education Alliance. (2006). Closing the Achievement Gap: Best Practices in Teaching Mathematics.
- Przychodzin-Havis, A. M., Marchand-Martella, N. E., Martella, R. C., & Azim, D. (2004). Direct Instruction mathematics programs: An overview and research summary.
- Stockard, J. (2010). Improving elementary level mathematics achievement in a large urban district: The effects of Direct Instruction in the Baltimore City Public School System.

Tier: Tier 2

Activity - Differentiated Instruction (K-5)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Deerfield Elementary School

The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leadership and Teachers
<b>Activity - Fluency and Skill Development Activity</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers, and Paraprofessionals
<b>Activity - Data Collection, Assessment and Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/09/2016	06/12/2020	\$0	No Funding Required	Building Administration and Teaching/Professional Staff
<b>Activity - Build teacher expertise for intervention</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	Section 31a	District Leaders, Building Leaders, Teachers and Paraprofessionals
<b>Activity - Math Expressions</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will teach the math curriculum using the district adopted math series, Math Expressions. Students will participate in lessons that focus on conceptual understanding, incorporate math drawings and visual representations, and increasing mathematical discussions.	Direct Instruction	Tier 1	Monitor	09/06/2017	06/12/2020	\$0	No Funding Required	Teachers and Building Leaders

## School Improvement Plan

Deerfield Elementary School

### (shared) Strategy 2:

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant, Data Coach

## Goal 3: All elementary-aged students will be proficient in Science

### Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase in Science by 06/12/2020 as measured by state and local assessments.

### Strategy 1:

5 Dimensions of Teaching and Learning Instructional Framework - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

## School Improvement Plan

Deerfield Elementary School

Category: Science

Research Cited: • “5 Dimensions of Teaching and Learning”, University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership, and Teachers

### Strategy 2:

Job-Embedded Professional Learning - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

Category: Science

Research Cited: • Croft, A., Cogshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

• Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflerning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflerning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Teacher Collaboration, Professional Learning	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	No Funding Required	District Leadership, Building Leadership and Teachers

### Strategy 3:

Cultural Forces - All Deerfield staff will understand and work to improve the culture of thinking by incorporating the 8 forces that truly transform schools into a culture of thinking school. The cultural forces are expectations, language, time, modeling, opportunities, routines, interactions, and environment.

Category: School Culture

SY 2019-2020

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## School Improvement Plan

Deerfield Elementary School

Research Cited: Ritchhart, R. (2015). Creating cultures of thinking: the 8 forces we must master to truly transform our schools. Jossey-Bass. San Francisco, CA.

Tier: Tier 1

Activity - Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>A group of staff will collaborate to read and discuss the book, Creating Cultures of Thinking: The 8 forces we must master to truly transform our schools. Additionally the group will discuss ways to implement these forces within our school and classrooms.</li> </ul>	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	Teachers, administrator
Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of Thinking Routines within their classrooms "to get students to do real thinking for themselves, thinking that will enhance their understanding" (Ritchhart, 2015).	Direct Instruction	Tier 1		08/28/2017	06/12/2020	\$0	No Funding Required	Teachers, administrators
Activity - Staff Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers that participate in the book club will present new learning with the staff during monthly staff meetings. Staff will be expected to implement the new learning in their classrooms.	Professional Learning	Tier 1	Getting Ready	09/06/2017	06/12/2020	\$0	No Funding Required	Teachers, administrators

### Strategy 4:

Direct Instruction - The teachers will implement the NGSS with fidelity. They will incorporate hands-on inquiry activities and teach content-specific vocabulary.

Teachers will design activities that require students to think deeply, explore, ask questions, formulate hypotheses and articulate their findings.

Category: Science

Research Cited: Harvard Project Zero Lorch, Jr., R. F., Lorch, E. P., Calderhead, W. J., Dunlap, E. E., Hodell, E. C., & Freer, B. D. (2010). Learning the control of variables strategy in higher and lower achieving classrooms: Contributions of explicit instruction and experimentation. Journal of Educational Psychology, 102(1), 90–101.

Tier: Tier 1

Activity - Implementation of NGSS FOSS Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Deerfield Elementary School

This school year every teacher will implement the physical science unit from the FOSS curriculum	Teacher Collaboration, Direct Instruction, Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$0	General Fund	District Leaders, Building Leaders and Teachers
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### Goal 4: All elementary-aged students will be proficient in reading and literacy.

#### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency as measured by school, district and state required assessments in English Language Arts by 06/12/2020 as measured by school, district, and state assessments.

#### Strategy 1:

5 Dimensions of Teaching and Learning Instructional Framework - Developed from multiyear research efforts at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework is a comprehensive reflection of the core elements of effective teaching. The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Category: Learning Support Systems

Research Cited: • "5 Dimensions of Teaching and Learning", University of Washington, Center for Educational Leadership, (2013).

Tier: Tier 1

Activity - District and Building Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/09/2016	06/12/2020	\$0	No Funding Required	District Leadership, Building Leadership and Teachers

#### Strategy 2:

Job-Embedded Professional Learning - Through a facilitated collaborative district network, the Avondale School District will provide job-embedded professional learning experiences (Teacher Lab), for all Avondale PreK-12 faculty and staff. Teacher Lab sessions will provide professional study, action research, and discourse around an agreed-upon curricular/pedagogical focus, live observation of a teacher(s) classroom practice, and post-observation discussion. Specifically, teachers partake in the examination of instructional practices including differentiation, student work, and strategies for struggling learners. Professional literature, through book study, will serve to anchor these professional learning opportunities.

## School Improvement Plan

Deerfield Elementary School

Category: Learning Support Systems

Research Cited: • Croft, A., Coggshall, J., Dolan, M., and Powers, E. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.

• Teacher Lab and First Conversations: [https://issuu.com/communicationsos/docs/jobembeddedproflearning\\_2\\_14\\_14\\_e2bd61c28fed17](https://issuu.com/communicationsos/docs/jobembeddedproflearning_2_14_14_e2bd61c28fed17)

Tier: Tier 2

Activity - Teacher Lab Design	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	General Fund	District Leaders, Building Leaders and Teachers

### Strategy 3:

Literacy Direct Instruction and Skill Development - Direct instruction's purposeful instructional planning provides extensive support as students practice and apply what they have learned. Direct teaching involves directing student attention toward specific learning by introducing teaching methods for reading and writing or actively involving students in knowledge construction. The instruction is focused on producing specific learning outcomes.

Category: English/Language Arts

Research Cited: • Adams, M. J. (1990). Beginning to read: Thinking and learning about print.

- Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. Evers (Ed.), What's gone wrong in America's classrooms.
- Hersch, E. D. (2001). Overcoming the language gap.
- Lonigan, C. J. (2003). Development and promotion of emergent literacy skills in children at risk of reading difficulties.
- Lyon, G. R. (2002). Reading development, reading difficulties, and reading instruction: Educational and public health issues.
- McCardle, P., & Chhabra, V. (2004). The voice of evidence in reading research.
- Snow, C., Burns, S., & Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children.
- Torgesen, J. K. (2002b). Lessons learned from intervention research in reading: A way to go before we rest.

Tier: Tier 2

Activity - Differentiated Instruction (K-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

Deerfield Elementary School

The District will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning (middle/high), Fluency and Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership and Teachers
<b>Activity - Fluency and Skill Development Activity</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The District will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become fluent with essential foundational skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	General Fund	District Leadership, Building Leadership, Teachers and Paraprofessionals
<b>Activity - Data Collection, Assessment and Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	No Funding Required	District Leadership, Building Leadership and Teachers
<b>Activity - Build teacher and literacy leader expertise for intervention</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling readers.	Teacher Collaboration, Professional Learning, Academic Support Program, Direct Instruction	Tier 3	Implement	09/06/2016	06/12/2020	\$0	No Funding Required	District Leadership, Building Leadership and Teachers

### Strategy 4:

Units of Study for Teaching Reading - Teachers will teach the reading standards using the district adopted Units of Study for reading, developed by Lucy Calkins and the Teachers College Reading and Writing Project. These units build critical reading skills and strategies and support the teaching of interpretation, synthesis and main idea.

## School Improvement Plan

Deerfield Elementary School

Category: English/Language Arts

Research Cited: Allington, R. L. (2012). What really matters for struggling readers: Designing researched-based programs (3rd ed.). Boston: Allyn and Bacon.

Moss, B. & Young, T.A. (2010). Creating lifelong readers through independent reading. International Reading Association.

Duke, N.K. & Pearson, P.D. (2002). Effective practices for developing reading comprehension. What research has to say about reading instruction, 3, 205-242.

Tier: Tier 1

Activity - Units of Study Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Units of Study for Teaching Reading will be provided to teachers. Teachers will be provided professional opportunities to collaborate with other teachers to learn more about the units and effective implementation of the workshop model.	Curriculum Development, Materials, Teacher Collaboration, Professional Learning	Tier 1	Implement	02/21/2017	06/12/2020	\$0	No Funding Required	Building Leaders, Teachers
Activity - Teacher Lab	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs in relation to the Units of Study for Teaching Reading.	Teacher Collaboration, Professional Learning	Tier 2	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Building Leadership
Activity - Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through classroom visits and observation, the principal and/or reading consultant will provide coaching and support with the implementation of Reading Workshop in the curriculum.	Walkthrough, Other, Professional Learning	Tier 2	Getting Ready	09/05/2017	06/12/2020	\$0	No Funding Required	Building Leadership

### Strategy 5:

School Culture - All Deerfield staff will understand and work to improve the culture of thinking by incorporating the 8 forces that truly transform schools into a culture of thinking school. The cultural forces are expectations, language, time, modeling, opportunities, routines, interactions, and environment.

Category: School Culture

Research Cited: Ritchhart, R. (2015). Creating cultures of thinking: the 8 forces we must master to truly transform our schools. Jossey-Bass. San Francisco, CA.

## School Improvement Plan

Deerfield Elementary School

Tier: Tier 1

Activity - Book Club	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• A group of staff will collaborate to read and discuss the book, <i>Creating Cultures of Thinking: The 8 forces we must master to truly transform our schools</i> . Additionally the group will discuss ways to implement these forces within our school and classrooms.	Teacher Collaboration, Professional Learning	Tier 1		08/29/2016	06/12/2020	\$0	No Funding Required	Teachers and Building Leadership
Activity - Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of Thinking Routines within their classrooms "to get students to do real thinking for themselves, thinking that will enhance their understanding" (Ritchhart, 2015).	Direct Instruction	Tier 1	Monitor	08/29/2016	06/12/2020	\$0	No Funding Required	Teachers and Building Leadership
Activity - Staff Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers that participate in the book club will present new learning with the staff during monthly staff meetings. Staff will be expected to implement the new learning in their classrooms.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	No Funding Required	Teachers and Building Leadership

### Strategy 6:

Enhanced Leveled Library - Deerfield instructional staff will collaborate to create and supplement a centralized library of leveled reading materials for the purpose of classroom guided reading instruction. Leveled library will continue to be enhanced through building and PTO purchases. New purchases will have an emphasis on non-fiction content leveled reading materials.

Category: English/Language Arts

Research Cited: MLPP Training; District ELA Assessment Training; Oakland ISD Training Materials; Fountas and Pinnel Training Guides

Tier: Tier 2

Activity - • Expand Scope of Leveled Library	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• The professional staff will collaborate to increase the number of leveled guided reading and leveled subject area content materials that will be available to all students.	Academic Support Program	Tier 3	Monitor	09/09/2013	06/12/2020	\$500	Other	Building Leadership, teachers

**Strategy 7:**

Quality Instruction Utilizing Data - Teachers will engage in professional development and collaborative discussions focused on quality instruction derived from analyzing student performance data.

Category: Other - Reading

Research Cited: Marzano - Classrooms Instruction that Works

Tier: Tier 1

Activity - Data Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

Activity - Professional Learning – NWEA MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	No Funding Required	Teachers, Administrators, Literacy Consultant and Data Coach

**Goal 5: We will create and Maintain a learning environment for all Deerfield students that fosters curiosity, confidence, and collaboration while building critical thinking skills and character through Project Based Learning (PBL)**

**Measurable Objective 1:**

collaborate to cultivate innovation, fostering strong relationships and engage ALL students in the real world experiences through Project Based Learning (PBL) by 06/12/2020 as measured by classroom observations, student performance outcomes, and feedback surveys..

**Strategy 1:**

PBL for Students - From Buck Institute for Education: "Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students and teachers."

Category: School Culture

Research Cited: Buck Institute for Education (<http://www.bie.org/>)

Tier: Tier 1

Activity - Professional Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students ( <a href="https://www.bie.org/">https://www.bie.org/</a> ) Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product During the school year, professional learning for PBL cohort members will focus on building PBL lessons that include the various components. Teachers will utilize the knowledge and skills of each other and Kim to ensure the PBL components are properly addressed in the PBL projects. In addition to professional learning during the school day, after school professional learning will provided to different buildings	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$5000	Title II Part A	District Leadership, Building Leadership and Teachers

**Goal 6: Students will graduate from Avondale Schools college and career ready.**

**Measurable Objective 1:**

collaborate to design and facilitate career awareness and focused activities for students at each grade level by 06/12/2020 as measured by the number of career focused activities students engage in over the course of the school year.

**Strategy 1:**

Careers and Literacy - We will utilize our current literacy resources and tools to increase students awareness about the variety of careers. In addition, we will partner with parents, community members and business partners to support our focus on career awareness.

Category: Career and College Ready

Tier: Tier 1

## School Improvement Plan

Deerfield Elementary School

Activity - Guest Speaker Book Talks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will partner with parents, community members and business partners to facilitate book talks with students focused on career awareness and preparation	Career Preparation /Orientation	Tier 1	Getting Ready	06/12/2019	06/12/2020	\$0	No Funding Required	District Administrators, Principals, Teachers
Activity - Career Focused Journal Starters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least one time/month, students will complete a writing journal entry focused on career awareness and preparation. These career journal starters can be implemented into the writing curriculum activities.	Career Preparation /Orientation	Tier 1	Getting Ready	10/01/2019	06/12/2020	\$0	No Funding Required	District Administrators, Principals, Teachers, District Literacy Coach

## Goal 7: We will support students' social-emotional learning, health and safety.

### Measurable Objective 1:

100% of All Students will collaborate to improve school climate, enhance social and emotional competencies, and strengthen family and community engagement. in Practical Living by 06/12/2020 as measured by a 5% decrease in the number of office referrals.

### Strategy 1:

Improving School Culture - Through multiple activities throughout the year (listed in activities) students will learn to demonstrate positive social behaviors that result in an improved climate in the school.

Category: School Culture

Research Cited: Nation School Climate Center, What is School Climate and Why is it Important?, <https://www.schoolclimate.org/about/our-approach>, 2019.

Tier: Tier 1

Activity - Positivity Project	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Positivity Project is a national program aimed at helping students learn to build and sustain positive relationships. The students participate in daily grade level lessons related to a weekly character strength.	Behavioral Support Program, Community Engagement	Tier 1	Monitor	09/06/2019	06/12/2020	\$1500	General Fund	Principal, teachers



**School Improvement Plan**

Deerfield Elementary School

Activity - Parent Connect	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Deerfield will host three parent education events throughout the school year.	Community Engagement	Tier 1	Getting Ready	08/29/2019	06/12/2020	\$500	Other	Principal and teachers

  

Activity - Bus Community	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Deerfield staff will lead students in promoting positive relationships on the school bus on the way to and from school.	Behavioral Support Program, Community Engagement	Tier 1	Getting Ready	09/06/2019	06/12/2020	\$0	No Funding Required	Principal and teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
• Expand Scope of Leveled Library	• The professional staff will collaborate to increase the number of leveled guided reading and leveled subject area content materials that will be available to all students.	Academic Support Program	Tier 3	Monitor	09/09/2013	06/12/2020	\$500	Building Leadership, teachers
Parent Connect	Deerfield will host three parent education events throughout the school year.	Community Engagement	Tier 1	Getting Ready	08/29/2019	06/12/2020	\$500	Principal and teachers

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Share	The teachers that participate in the book club will present new learning with the staff during monthly staff meetings. Staff will be expected to implement the new learning in their classrooms.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	Teachers, administration
Book Club	• A group of staff will collaborate to read and discuss the book, <i>Creating Cultures of Thinking: The 8 forces we must master to truly transform our schools</i> . Additionally the group will discuss ways to implement these forces within our school and classrooms.	Teacher Collaboration, Professional Learning	Tier 1		08/29/2016	06/12/2020	\$0	Teachers and Building Leadership
Differentiated Instruction (K-5)	The school will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning, Math Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program, Direct Instruction	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Building Leadership and Teachers

## School Improvement Plan

Deerfield Elementary School

Data Dialogues	Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant, Data Coach
Teacher Lab Design	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Teacher Collaboration, Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Staff Share	The teachers that participate in the book club will present new learning with the staff during monthly staff meetings. Staff will be expected to implement the new learning in their classrooms.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	Teachers and Building Leadership
Book Club	• A group of staff will collaborate to read and discuss the book, <i>Creating Cultures of Thinking: The 8 forces we must master to truly transform our schools</i> . Additionally the group will discuss ways to implement these forces within our school and classrooms.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	Teachers, administrator
Fluency and Skill Development Activity	The school will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become proficient with essential foundational mathematical skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Academic Support Program	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	Building Leaders, Teachers, and Paraprofessionals
Writing in Music	In music class, 4th grade students will write a persuasive piece evaluating their compositions they created.	Direct Instruction	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Music Teacher, Administrator
Bus Community	Deerfield staff will lead students in promoting positive relationships on the school bus on the way to and from school.	Behavioral Support Program, Community Engagement	Tier 1	Getting Ready	09/06/2019	06/12/2020	\$0	Principal and teachers
Staff Share	The teachers that participate in the book club will present new learning with the staff during monthly staff meetings. Staff will be expected to implement the new learning in their classrooms.	Professional Learning	Tier 1	Getting Ready	08/28/2017	06/12/2020	\$0	Teachers, administration

## School Improvement Plan

Deerfield Elementary School

Teacher Lab	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs in relation to the Units of Study for Teaching Reading.	Teacher Collaboration, Professional Learning	Tier 2	Implement	09/05/2017	06/12/2020	\$0	Teachers, Building Leadership
Thinking Routines	Teachers will incorporate the use of Thinking Routines within their classrooms "to get students to do real thinking for themselves, thinking that will enhance their understanding" (Ritchhart, 2015).	Direct Instruction	Tier 1		09/05/2017	06/12/2020	\$0	Teachers, administrators
Assessing Student Writing	The elementary literacy consultant in collaboration with Literacy Leaders will identify student anchor papers and use them to provide elementary teachers with professional learning on how to norm and score the writing common assessment based on the use of primary source documents.	Curriculum Development, Professional Learning	Tier 2	Implement	09/06/2016	06/12/2020	\$0	Literacy Consultants and Literacy Teacher Leaders
Professional Learning – NWEA MAP	NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant, Data Coach
District and Building Professional Learning	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/09/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Teacher Collaboration	Tier 3	Getting Ready	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Thinking Routines	Teachers will incorporate the use of Thinking Routines within their classrooms "to get students to do real thinking for themselves, thinking that will enhance their understanding" (Ritchhart, 2015).	Direct Instruction	Tier 1		08/28/2017	06/12/2020	\$0	Teachers, administrators
Units of Study Professional Learning	The Units of Study for Teaching Reading will be provided to teachers. Teachers will be provided professional opportunities to collaborate with other teachers to learn more about the units and effective implementation of the workshop model.	Curriculum Development, Materials, Teacher Collaboration, Professional Learning	Tier 1	Implement	02/21/2017	06/12/2020	\$0	Building Leaders, Teachers

## School Improvement Plan

Deerfield Elementary School

Data Dialogues	Data Dialogues will allow the opportunity for teachers to assess and monitor student progress in math by analyzing the results from unit assessments and/or NWEA MAP. Student performance will guide instructional and programming decisions. Notes from the meetings will be documented in district common data dialogue Google Form. NWEA MAP will be administered three times during the year (Fall - Winter - Spring).	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant and Data Coach
Thinking Routines	Teachers will incorporate the use of Thinking Routines within their classrooms "to get students to do real thinking for themselves, thinking that will enhance their understanding" (Ritchhart, 2015).	Direct Instruction	Tier 1	Monitor	08/29/2016	06/12/2020	\$0	Teachers and Building Leadership
Guest Speaker Book Talks	We will partner with parents, community members and business partners to facilitate book talks with students focused on career awareness and preparation	Career Preparation /Orientation	Tier 1	Getting Ready	06/12/2019	06/12/2020	\$0	District Administrators, Principals, Teachers
Data Collection, Assessment and Evaluation	Utilize a system of data collection, evaluation, and program accountability, including assessments to inform instruction.	Evaluation	Tier 2	Implement	09/09/2016	06/12/2020	\$0	Building Administration and Teaching/Professional Staff
Coaching	Through classroom visits and observation, the principal and/or reading consultant will provide coaching and support with the implementation of Reading Workshop in the curriculum.	Walkthrough, Other, Professional Learning	Tier 2	Getting Ready	09/05/2017	06/12/2020	\$0	Building Leadership
Teacher Lab Design	Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Teacher Collaboration, Professional Learning	Tier 2	Monitor	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Book Club	A group of staff will collaborate to read and discuss the book, Creating Cultures of Thinking: The 8 forces we must master to truly transform our schools. Additionally the group will discuss ways to implement these forces within our school and classrooms.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/29/2016	06/12/2020	\$0	Teachers, administrator
Staff Share	The teachers that participate in the book club will present new learning with the staff during monthly staff meetings. Staff will be expected to implement the new learning in their classrooms.	Professional Learning	Tier 1	Getting Ready	09/06/2017	06/12/2020	\$0	Teachers, administrators

## School Improvement Plan

Deerfield Elementary School

Career Focused Journal Starters	At least one time/month, students will complete a writing journal entry focused on career awareness and preparation. These career journal starters can be implemented into the writing curriculum activities.	Career Preparation /Orientation	Tier 1	Getting Ready	10/01/2019	06/12/2020	\$0	District Administrators, Principals, Teachers, District Literacy Coach
Professional Learning – NWEA MAP	NWEA MAP will be administered three times during the year (Fall - Winter - Spring). Teachers will receive ongoing support and professional learning focused on the reports and tools NWEA MAP has to offer that will impact instruction and student outcomes.	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/05/2017	06/12/2020	\$0	Teachers, Administrators, Literacy Consultant and Data Coach
Book Club	• A group of staff will collaborate to read and discuss the book, Creating Cultures of Thinking: The 8 forces we must master to truly transform our schools. Additionally the group will discuss ways to implement these forces within our school and classrooms.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/29/2016	06/12/2020	\$0	Teachers, administrator
Math Expressions	All teachers will teach the math curriculum using the district adopted math series, Math Expressions. Students will participate in lessons that focus on conceptual understanding, incorporate math drawings and visual representations, and increasing mathematical discussions.	Direct Instruction	Tier 1	Monitor	09/06/2017	06/12/2020	\$0	Teachers and Building Leaders
5th Grade S.S.	Students in 5th grade will write an argumentative essay incorporating the skills being learned in ELA for a social studies concept.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/12/2020	\$0	Teacher
Thinking Routines	Teachers will incorporate the use of Thinking Routines within their classrooms "to get students to do real thinking for themselves, thinking that will enhance their understanding" (Ritchhart, 2015).	Direct Instruction	Tier 1	Monitor	08/29/2016	06/12/2020	\$0	Teachers, administrators
Build teacher and literacy leader expertise for intervention	Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling readers.	Teacher Collaboration, Professional Learning, Academic Support Program, Direct Instruction	Tier 3	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers

### Section 31a

**School Improvement Plan**

Deerfield Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Build teacher expertise for intervention	Provide teachers with appropriate professional learning opportunities (i.e. teacher lab) in order to make decisions based on meaningful assessment of learners' strengths and needs. These learning opportunities will include professional development in the use of interventions, supports and scaffolds for struggling learners.	Academic Support Program	Tier 3	Implement	09/06/2016	06/12/2020	\$5000	District Leaders, Building Leaders, Teachers and Paraprofessionals
Utilization of Para-Professionals	Through 31A funds, Para-professionals and Reading Support Paraprofessionals will provide struggling learners with support in writing and also provide behavioral and academic interventions such as small group instruction, homework support/tutoring, push-in/pull-out instruction methods, and mentoring	Academic Support Program	Tier 2	Implement	09/09/2016	06/12/2020	\$34000	Literacy Para-Educators

**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Deerfield Elementary School

Professional Learning Opportunities	Kim Kocsis, Oakland Schools Consultant, has been our partner in PBL. She is a certified trainer from the Buck Institute for Education (BIE). BIE offers professional development on how to design, assess, and manage projects that engage and motivate students ( <a href="https://www.bie.org/">https://www.bie.org/</a> ) Components of all PBL projects include: (1.) Key Knowledge, Understanding and Success Skills (2.) Challenging Problem/Questions (3.) Sustained Inquiry (4.) Authenticity (5.) Student Voice and Choice (6.) Reflection (7.) Critique /Revision (8.) Public Product During the school year, professional learning for PBL cohort members will focus on building PBL lessons that include the various components. Teachers will utilize the knowledge and skills of each other and Kim to ensure the PBL components are properly addressed in the PBL projects. In addition to professional learning during the school day, after school professional learning will provided to different buildings	Teacher Collaboration, Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$5000	District Leadership, Building Leadership and Teachers
Teacher Lab Design	Teacher Leaders will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$4000	District leaders, building leaders, and teachers

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Deerfield Elementary School

Professional Learning	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership, and Teaching/Professional Staff
Differentiated Instruction (K-12)	The District will implement differentiated instruction through the use and implementation of Professional Learning Opportunities, Project Learning (middle/high), Fluency and Skill Development, Data Analysis, and Teacher Labs.	Academic Support Program	Tier 2	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership and Teachers
Professional Learning	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders, Teachers
Teacher Lab Design	Teacher Leaders across the system will design and facilitate specific teacher lab learning sessions that will support the professional learning needs of all staff members and address the actions required as defined by the school and district improvement plans.	Professional Learning	Tier 3	Monitor	09/06/2016	06/12/2020	\$0	District Leaders, Building Leaders and Teachers
Professional Learning	Teachers will participate in district and building provided professional learning opportunities to gain knowledge and understanding throughout the school year. These opportunities will provide time for teachers to engage in relevant and content specific conversations focused on the providing effective and differentiated instruction for all students.	Professional Learning	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership, and Teachers
Positivity Project	The Positivity Project is a national program aimed at helping students learn to build and sustain positive relationships. The students participate in daily grade level lessons related to a weekly character strength.	Behavioral Support Program, Community Engagement	Tier 1	Monitor	09/06/2019	06/12/2020	\$1500	Principal, teachers
Fluency and Skill Development Activity	The District will allot time in the daily schedule to allow staff to use a variety of activities that will allow students to become fluent with essential foundational skills. The students will practice these foundational skills often enough so that they can flexibly engage with the content at a higher level.	Direct Instruction	Tier 1	Implement	09/06/2016	06/12/2020	\$0	District Leadership, Building Leadership, Teachers and Paraprofessionals

**School Improvement Plan**

Deerfield Elementary School

Implementation of NGSS FOSS Curriculum	This school year every teacher will implement the physical science unit from the FOSS curriculum	Teacher Collaboration, Direct Instruction, Implementation	Tier 1	Implement	09/04/2018	06/14/2019	\$0	District Leaders, Building Leaders and Teachers
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