

## Deerfield Elementary School Council 2017-2019 School Improvement Plan

Area of Focus	Goal	Activities	Responsibility	Time frame
<b>Educational Programming</b>	Implement the district curriculum maps with consistency by grade level.	Plan 3 opportunities a year for grade level teams to establish consistency in instruction and curriculum.	Administration	Fall, Winter, Spring each year
		Review teacher feedback from math survey to create a plan to increase math growth across the building.	Administration Faculty	By January 2019
		Provide time for district curriculum maps to be reviewed yearly in a 3 year content cycle. Year 1- Math Year 2- ELA Year 3- Science/ SS/ Social emotional	Administration Faculty	PD building based days
		Teachers will use STEM (Science Technology Engineering and Math) model to implement engineering/design science projects.	Faculty	Regularly
	Assess impact/effectiveness of system changes (instruction, curriculum, staffing, etc.)	Use a model that consists of gathering research, building a plan, testing a plan and making improvements to monitor system changes (Theory of Action).	Administration Faculty Stakeholders*	Regularly
<b>Community Relations</b>	Continue to build and sustain partnerships with local businesses, area schools and community organizations.	<ul style="list-style-type: none"> <li>● Create yearly programs that connect community with the school, such as: Veteran’s Day, Memorial Day ,other national holidays, and other diversity/inclusion initiatives.</li> <li>● Form a committee to begin to establish a school-wide community service day.</li> <li>● Establish community participation with Arts Festival.</li> <li>● Establish community participation with Math/Science day.</li> </ul>	Administration Stakeholders	3 yearly events by June 2019  By Jan. 2019  By Feb. 2019 By March 21019

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<b>Communication</b>	Continue to provide opportunities for stakeholder involvement in decisions (staffing, policy and curriculum)	<ul style="list-style-type: none"> <li>● Seek input from staff/stakeholder regarding staffing, policy and curriculum changes.</li> <li>● Strengthen communication within the school by continuing the Brainstorm and Collaboration Team model.</li> <li>● Continue Peek at the Week updates for staff.</li> </ul>	Administration Stakeholders	Regularly  Meet 6 times yearly  Weekly
	Faculty will continue to build effective communication with parents.	<ul style="list-style-type: none"> <li>● Principal will continue monthly parent updates that include upcoming events and share information about building updates via email and Black Bear News.</li> <li>● Faculty will collaborate on communication routines by grade level three times a year.</li> </ul>	Principal	16 BBN by June 2019  Fall, winter, Spring Each year
<b>School Culture</b>	Create uniform systems that support the academic, social and emotional growth of students.	<ul style="list-style-type: none"> <li>● Two staff meetings will be used to discuss student behavior in common areas.</li> <li>● Review lunch and recess routines and practices September, January, and June.</li> <li>● Spotlight the school Diversity Leadership Team.</li> </ul>	Administration Faculty	Winter and Spring Yearly  3 times yearly  3 ASM yearly
	Continue to build and sustain opportunities for family and community to partner with the school	<ul style="list-style-type: none"> <li>● Continue to develop Coffee Connection meet and greet for families and community partnership.</li> <li>● Continue to offer parent events and/or workshops yearly.</li> </ul>		At least 6 offerings a year  3 yearly

<b>Special Education / Tiered Instruction</b>	<p>Examine service delivery model</p> <hr/> <p>Increase communication within departments and across school.</p>	<ul style="list-style-type: none"> <li>● Hold three yearly special education meetings (fall, winter, spring) to evaluate and assess the efficiency and effectiveness of the Special Education schedule and service delivery model.</li> <li>● Examine the Instructional Assistant model.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Review existing model to increase communication between special education, grade level teachers and interventionists.</li> <li>● Bi-weekly meetings with related service providers, liaisons and administration.</li> </ul>	<p>Administration Faculty</p> <hr/>	<p>Fall, winter, Spring yearly</p> <hr/> <p>By June 2018</p> <hr/> <p>By June 2018</p> <hr/> <p>yearly</p>
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*\*The term **stakeholder**, in education, typically refers to anyone who has a vested interest in the success of the school and the students, and may include administrators, teachers, staff members, students, parents/guardians, families, community members and local businesses. .*