

# 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.	<p>Plan 3 opportunities a year for grade level teams to establish consistency in instruction and curriculum.</p> <p>Review teacher feedback from math survey to create a plan to increase math growth across the building.</p> <p>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</p> <p>Teachers will use STEM (Science Technology Engineering and Math) model to implement engineering/design science projects.</p>	<p>Administration</p> <p>Administration Faculty</p> <p>Administration Faculty</p> <p>Faculty</p>	2 years
	Assess impact/effectiveness of system changes (instruction, curriculum, staffing, etc.)	Use the model of gathering research, building a plan, testing a plan and making improvements to monitor system changes.	Administration Faculty Stakeholders*	
<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	

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<b>Communication</b>	<p>Continue to provide opportunities for stakeholder involvement in decisions (staffing, policy and curriculum)</p> <hr/> <p>Faculty will continue to build effective communication with parents.</p>	<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> <hr/> <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>	Administration Stakeholders	
<b>School Culture</b>	<p>Create uniform systems that support the academic, social and emotional growth of students.</p> <hr/> <p>Continue to build and sustain opportunities for family and community to partner with the school</p>	<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> <hr/> <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>	Administration Faculty	
<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>	Administration Faculty	

*\*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. .*