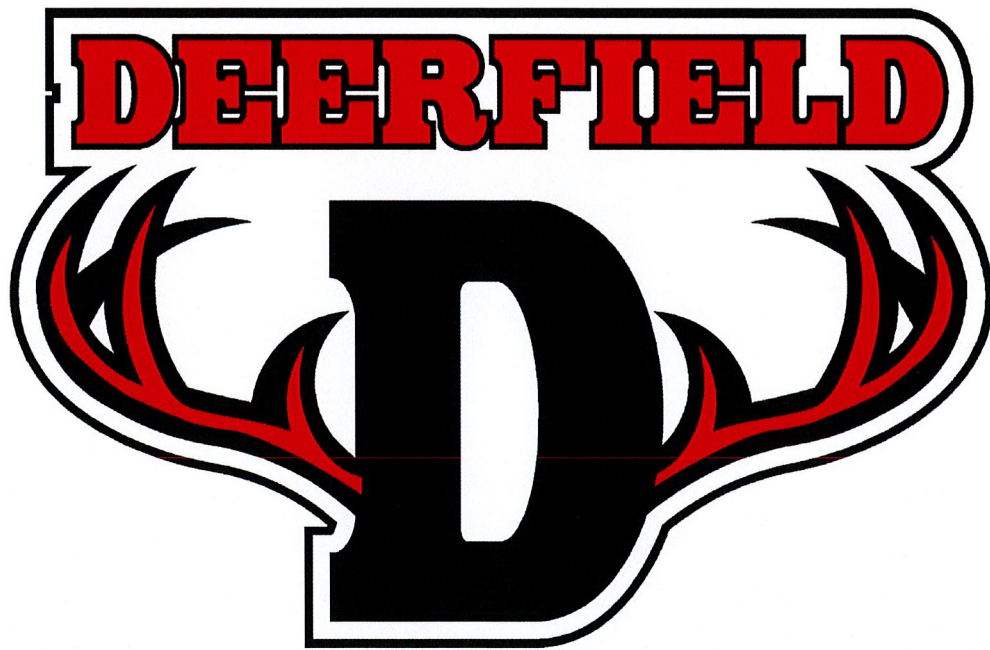


Deerfield
Elementary School



School Improvement Plan
and
Title I Schoolwide Plan
2024-2025

School Improvement Plan and Title I Schoolwide Plan		
LEA Name: Randolph Central School Corporation	Superintendent: Rolland Abraham	
School Name: Deerfield Elementary School	Principal: Laura Kile	
School Mailing Address: 213 W. State Road 28, Ridgeville, IN 47380		
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Revision Date: 9/30/24	Revision Date: Fall, 2025	Revision Date: Fall, 2026

Title I Schoolwide Plan Planning Committee Members	
Name	Position/Role
Laura Kile	Principal
Amy Moystner	Grade 5 Teacher/School Improvement Committee Chair
Ericah Love	Grade 3 Teacher
Sarah Headland	Grade 2 Teacher
Brittany Horner	Kindergarten Teacher/Parent

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Comprehensive Needs Assessment

School History

Deerfield Elementary was built in 1981 and 1982 with classes beginning in August of 1982. Approximately one hundred fifty students attend Deerfield Elementary from the surrounding communities of Deerfield, Ridgeville, Saratoga, and rural areas. Our enrollment has declined in recent years as smaller cohorts of students have moved into our building. Our school has historically consisted of two sections of students at each grade level. However, due to declining enrollment, there are currently two sections at second and fourth grades, while there is only one section at all other grades. Additionally, our school is home to one section of preschool. Fifteen preschool students are enrolled in this full-day multi-age class.

Description of Racial and Ethnic Diversity

Below is a breakdown of Deerfield Elementary students' racial and ethnic diversity:

White: 93.5%

Hispanic: 3.2%

Multiracial: 3.2%

Achievements

Deerfield Elementary was recognized as an "A" school in 2011-2012, 2012-2013, 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019. Additionally, Deerfield was honored as 2018-2019 Title I Distinguished School Award nominee.

Description of School Community

Deerfield Elementary School is located in a rural setting approximately nine miles north of Winchester, Indiana. Our students live in Deerfield, Ridgeville, Saratoga, and surrounding rural areas. All students ride school buses or are driven to school by their families. The poverty rate of our Deerfield families is approximately 63%.

Curriculum and School Program

Deerfield Elementary School strives to provide students with quality instruction in all content areas. Curriculum is mapped and reviewed on a regular basis to align with the demands articulated by the Indiana College and Career Ready Standards. All ELA and Math maps were revised during the 2021-2022 school year. Curriculum maps are available to all teachers via a school-wide Google Classroom and are available in the school office as well.

The language arts are presented through a combination of research-based instructional strategies (Science of Reading, Smekens Education, 6 + 1 Traits of Writing, Heggerty, Orton Gillingham). Reading instruction at all grade levels is organized in a 90-minute reading block utilizing Houghton Mifflin Harcourt *Into Reading* and the above mentioned supplemental materials.

Supplemental language arts instruction is provided for Title I participants through WIN (What I Need) Groups. These groups utilize Orton Gillingham, UFLI, or Fountas and Pinnell's Leveled Literacy Intervention (LLI). An interventionist is also in our building working with students every day providing additional support in the form of Tier 3 RtI services. DIBELS, PAST, HMH Into

Reading, and NWEA Map testing are used to assess achievement and inform reading instruction.

Hands-on math instruction is utilized in kindergarten and is continued throughout all grade levels. The HMH Into Math program is used to teach math at all grade levels. Math instruction is reinforced at all grades with cyclical daily math homework and IXL. Additionally, an interventionist provides RtI Tier 3 math instruction as needed. Assessment tools used for math include NWEA and HMH Into Math.

All Randolph Central Schools, including Deerfield Elementary School, engage students in a program called the RC PRIDE Program. It is a K-12 initiative to teach employability skills and character skills. The goal of this program is to teach students skills that will help them be more prepared for learning in the classroom, more marketable for future employment, and more productive as a citizen of our community, state, and country. This program includes daily lessons that engage students in the process of learning and practicing employability and character skills. Additionally, each student receives an RC PRIDE score on their quarterly report cards. Finally, students have the opportunity to work to earn various incentives throughout the year, and ultimately, a Randolph Central Work Ethic Certificate at grades 2 and 5.

Students receive related arts instruction in physical education, music, art, keyboarding/computers, and counseling classes. A licensed counselor meets with students on an as-need basis and is available for one-on-one or group counseling.

Students at all grade levels benefit from at least one field trip per year. At each grade level, these trips are infused with rich experiences that support Indiana Academic Standards and deepen students' understanding of the world around them. At Deerfield Elementary, we value learning experiences beyond the four walls of a classroom.

Students with special needs receive individualized attention. Special education students receive services within the general education classroom whenever possible, and high ability students can choose to be a part of a high abilities cluster at each grade level within Deerfield Elementary. Students with high abilities are identified through a combination assessment and teacher recommendation. Identified students are then clustered in appropriate classrooms and provided with differentiated instruction that challenges them and provides above grade level learning opportunities.

Assessment Instruments

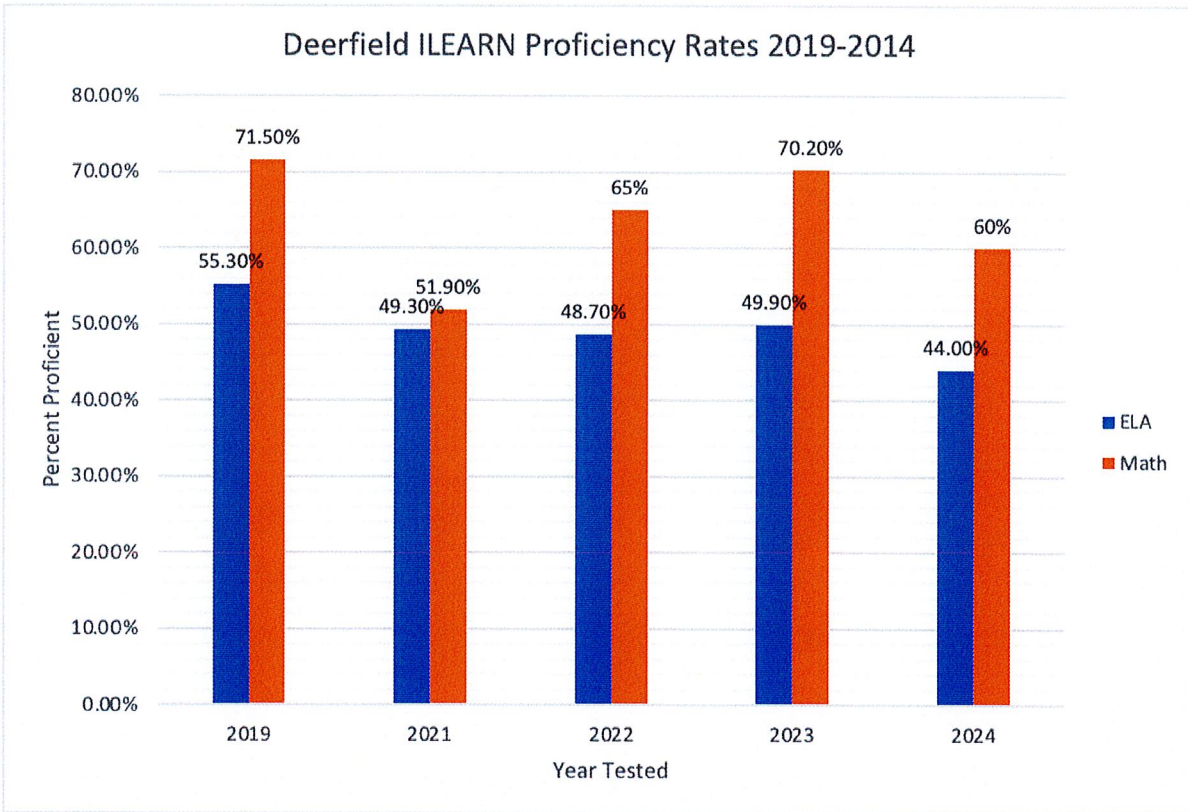
Assessment data is used to look for patterns of success and areas in need of improvement to drive instructional decisions.

- NWEA Map Assessment
- ILEARN (third grade, fourth grade, fifth grade)
- IREAD (second and third grade)
- NWEA Map Reading Fluency Assessment
- DIBELS
- PAST
- IXL

- HMH Into Math
- HMH Into Reading

Student Achievement Data Collection and Analysis

Assessment at Deerfield Elementary is designed to collect formative and summative student information. The ILEARN assessments measure student proficiency of the Indiana Academic Standards. NWEA Reading and NWEA Math provide staff with data used to guide instruction.



The graph above shows ILEARN ELA and Math proficiency rates since 2019 when ILEARN became the state assessment. One will notice data for 2020 is not included because the ILEARN assessment was not given that year due to the COVID pandemic.

English Language Arts as Measured by ILEARN

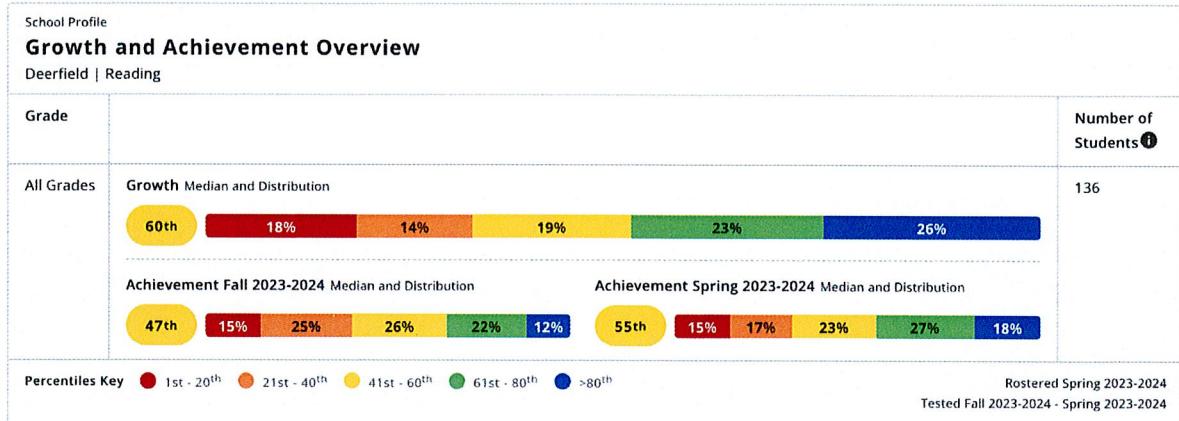
As the chart illustrates, ELA passing rates since 2021 have been relatively consistent. While we did see a 1.2% increase in 2023, that is followed by a decrease of 5.9% in 2024. We continue to seek an increase in these passing rates in 2025.

Mathematics as Measured by ILEARN

We are proud of the 18.3% increase in the passing rate between 2021 and 2023, and we were successful in meeting our 2023 goal of a passing rate above 70%. There is reason to believe the instructional methods in place have had a positive impact on student achievement. With that being said, our proficiency rate for 2024 student cohorts is lower than previous years. We seek improvement in math proficiency for these cohorts of students in 2025.

2023-2024 Reading Growth as Measured by NWEA

Approximately 68% of students at Deerfield Elementary School demonstrated typical growth or high growth in reading, defined 36th to 64th and 65th to 100th conditional growth percentile rank, from fall to spring during the 2022-2023 school year as measured by NWEA. This is shown in the graph below by the sum of the yellow, green, and blue portions of the top growth graph.



Attendance

The Federal Report Card for the school year 2023-2024 is not yet available. However, in 2023, the model attendee rate was an area identified as approaching expectations. We continue to seek improvement in the area of student attendance.

Addressing Chronic Absenteeism Indicator			
Grade Span	Model Attendee Rate	Goal Factor	Overall Points
Grades K-8	61.9 % (86 / 139)	1.21	74.90

School Improvement Goals and Intervention Strategies

Upon review of our students' ILEARN data, we have identified the following areas in which improvement is needed:

- English Language Arts
- Mathematics
- English Language Arts Growth
- Model Attendee Rates

Goal #1- 50% or more of students in grades 3-5 at Deerfield Elementary School will demonstrate proficiency in the area of English Language Arts as measured by the 2024-2025 ILEARN assessment.

Goal #2- 65% or more of students in grades 3-5 at Deerfield Elementary School will demonstrate proficiency in the area of Mathematics as measured by the 2024-2025 ILEARN assessment.

Goal #3- 75% of students at Deerfield Elementary School will demonstrate typical growth or high growth in reading, defined 41st to 60th, 61st to 80th, and 81st to 100th conditional growth percentile rank, from fall to spring during the 2024-2025 school year as measured by NWEA.

Goal #4- The Deerfield "model attendee" rate will increase to 70% or more during the 2024-2025 school year.

Benchmarks for Progress

Students will improve in the area of English Language Arts as measured by ILEARN with a focus on exceeding state averages and improving by 5% each year.

2025 Target: 50% 2026 Target: 55% 2027 Target: 60%

Students will improve in the area of Mathematics as measured by ILEARN with a focus on exceeding state averages and improving by 3% each year.

2025 Target: 65% 2026 Target: 68% 2027 Target: 71%

Students will improve in the area of English Language Arts growth as measured by NWEA with a focus on increasing the percentage of students demonstrating typical growth or high growth in reading by 5% each year.

2025 Target: 80% 2026 Target: 85% 2027 Target: 90%

The Deerfield "model attendee" rate will increase by 5% each year.

2025 Target: 75% 2026 Target: 80% 2027 Target: 85%

Language Arts Interventions and Key Strategies

- Deerfield will participate in the Indiana Literacy Cadre (year 2). A literacy instructional coach will provide instructional coaching and professional development with educators serving kindergarten through grade three.
- A team of teachers will form a Literacy Committee to plan and implement literacy-based engagement events throughout the school year for students and families.
- Deerfield teachers will participate in at least three sessions of Instructional Rounds to provide opportunities for teachers to observe each other and discuss instructional practices.
- Teachers will implement a 20-30 minute WIN (What I Need) time on a daily basis. During this instructional period, teachers will accelerate learning in the area of reading and writing using data driven, differentiated, small group instruction and targeted whole group instruction. This time period includes tier 2 and tier 3 intervention and acceleration.
- Daily instructional schedule includes a 90-minute reading block in all grades. An additional writing instruction block (35-45 minutes depending on grade level) has been added to the daily instructional schedule K-5.

- Teachers will continue to monitor their own progress utilizing ELA curriculum maps and will have opportunities to suggest revisions as necessary for district curriculum maps in the area of English/Language Arts.
- Teachers will implement instructional strategies for teaching writing mini lessons and writing across the curriculum following Smekens Education professional development sessions.
- Teachers will collaborate at each grade level to implement writing tasks to systematically assess writing quarterly. These writing tasks are aligned with the grade level expectations of the Indiana Academic Standards.
- Teachers at grades K-2 will continue to refine implementation of Heggerty and Orton-Gillingham in the 90-minute reading block. Teachers at grades 3-5 have completed IMSE Morphology Training and have incorporated morphology into their instruction.
- A digital data dashboard will be developed and maintained to include DIBELS, PAST, NWEA Reading and Language RIT Scores (K-5), NWEA Reading and Language Conditional Growth Percentiles (K-5), IREAD Scores, and ILEARN ELA Achievement and Growth Scores.
- Teachers will meet in grade level and school-wide data meetings. These meetings will be used to facilitate professional dialogue related to the most current progress monitoring data and how that information shall be used to support student achievement in the area of reading comprehension and writing.
- Teachers will conduct NWEA goal setting conferences with each student individually following NWEA administration. Teachers will all use a common schoolwide NWEA goal setting worksheet to drive this conversation and goal setting process.

Math Interventions and Key Strategies

- Deerfield teachers will participate in at least three sessions of Instructional Rounds to provide opportunities for teachers to observe each other and discuss instructional practices.
- Teachers will implement a 20-30 minute WIN (What I Need) Time on a daily basis. During this instructional period, teachers will accelerate learning in the area of math using data driven, differentiated, small group instruction and targeted whole group instruction. This time period includes tier 2 and tier 3 intervention and acceleration.
- Teachers will monitor their own progress utilizing Math curriculum maps and will have opportunities to suggest revisions as necessary district curriculum maps in the area of Math.
- Teachers will continue the established school-wide math homework initiative, including revisions to correspond with the scope and sequence of the new math textbook *Into Math*. Teachers have selected math homework materials that meet the following criteria:
 - Math homework will be a review of content taught at least two weeks prior or at previous grade levels. Math homework will include only review concepts and skills.

- Math homework will be cyclical in nature, spiraling back through concepts that have already been taught and assessed according to the schedule outlined in grade level math curriculum maps.
 - Math homework will be brief (no more than 10 problems).
 - Math homework will be sent home 4 nights per week
 - Math homework will include tasks rooted in computation, problem solving, and basic facts, in addition to other mathematical skills as needed.
 - Teachers will collaborate at each grade level to create the math homework.
- A digital data dashboard will be developed and maintained to include NWEA Math RIT Scores (K-5), NWEA Math Conditional Growth Percentiles (K-5) and ILEARN Math Achievement and Growth Scores.
 - Teachers will meet in grade level and school-wide data meetings. These meetings will be intended to facilitate professional dialogue related to the most current progress monitoring data and how that information shall be used to support student achievement in the area of mathematics.
 - Teachers will conduct NWEA goal setting conferences with each student individually following NWEA administration. Teachers will all use a common schoolwide NWEA goal setting worksheet to drive this conversation and goal setting process.

Additional Title I Schoolwide Program Plan Components

- Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:
- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; and
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

- o implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Deerfield Elementary School has adopted the state recommended time allotment for all grade levels. All classrooms schedule blocks of time for Reading, Writing, and Math. Also, at Deerfield Elementary School we use assessments to guide our instruction based on Indiana Standards. We use a tier system of intervention to help address student needs.

- Tier 1- Classroom Instruction: This is meant to address the complete needs of around 80% of the students in every classroom. Techniques used include but are not limited to whole group, small group, and peer group instruction on grade level and on students' ability level.
- Tier 2-Ability Level Intervention: This is meant to address the need of around 20% of the students in every classroom. Techniques used include but are not limited to daily small group instruction by the classroom teacher, discussion of interventions with title teacher or special needs teacher, and daily Title 1 remediation.
- Tier 3-Intensive Intervention: This intervention is meant to address the needs of around 5-8% of the school population who are not making adequate progress on Tier 2. Strategies would include all of those implemented in Tier 2 with the addition of documentation of all interventions and increased progress monitoring to determine if an evaluation is necessary. During this time, the General Education Intervention Team should be meeting and begin discussion about whether or not to evaluate the student.

Provide instruction by effective, properly-licensed teachers.		
Staff Name	Assigned Class/Subject	Licensure/Certification
Brittany Horner	Kindergarten Teacher	Bachelor's Degree Earned; valid Indiana License
Nikkel Grow	1st Grade Teacher	Master's Degree Earned; valid Indiana License
Emily Guggenbiller	2nd Grade Teacher	Bachelor's Degree Earned; valid Indiana License
Sarah Headland	2nd Grade Teacher	Bachelor's Degree Earned; valid Indiana License
Ericah Love	3rd Grade Teacher	Bachelor's Degree Earned; valid Indiana License
Maci Beam	4th Grade Teacher	Bachelor's Degree Earned; valid Indiana License
Amy Moystner	5th Grade Teacher	Master's Degree Earned; valid Indiana License
Stephanie Jutte	4th Grade Teacher	Bachelor's Degree Earned; valid Indiana License
Lindsey Miller	Music Teacher	Bachelor's Degree Earned; valid Indiana Transition to Teaching Permit

Timothy Bailey	Physical Education Teacher	Master's Degree Earned; valid Indiana License
Jaime Marcum	Speech and Language Pathologist	Master's Degree Earned; valid Indiana License
Sarah Walker	Special Education Teacher	Bachelor's Degree Earned; valid Indiana License
Erinn Moody	Title I Teacher	Bachelor's Degree Earned; valid Indiana License
Mark Edwards	School Counselor	Master's Degree Earned; valid Indiana License
Stefanie Hendrickson	School Counselor	Master's Degree Earned; valid Indiana License

Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

Deerfield teachers and support staff are offered a variety of professional development opportunities. Teachers meet for professional development every Wednesday for 50 minutes to learn about effective instructional strategies and topics including but not limited to those listed below.

- o Weekly Professional Development Meetings
 - NIET Teaching and Learning Standards Rubric
 - PRIDE
 - Student Data Analysis
 - Standards Analysis and Curriculum Map Revision
 - Writing
- o Grade Band (K-2 and 3-5) Collaboration Meetings and Data Meetings
- o 6+1 Traits of Writing Training (Smekens Education)
- o Project Lead the Way Training (ongoing with new teachers)
- o Keep Indiana Learning

Describe strategies to recruit and retain effective, properly-licensed teachers, particularly in high-need subjects. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

Randolph Central School Corporation strives to obtain highly qualified teachers for all available positions. One of the difficulties of recruitment was due to the fact that the salary was not competitive against other local corporations in our area. The School Board has made it a priority to increase salaries to be more competitive with other corporations. In addition, the corporation has looked closely at hiring highly rated student teachers once they have completed their course work. At Deerfield Elementary, we try to retain our staff by cultivating a collaborative environment and creating a positive work environment.

Once employed the Corporation offers continued support to new staff members which includes:

- An orientation prior to the start of the year
- New teacher staff development
- The assignment of a mentor for the first year

Describe strategies to increase parental involvement.

Deerfield Elementary School enjoys a positive relationship with parents/guardians. Parents are welcomed to come into an Open House prior to the first day of school. Report cards are sent home at midterm and at the end of each 9 weeks. Classroom teachers and the Principal send home regular newsletters. Parents and teachers are able to schedule conferences whenever needed and all teachers meet with parents during mid-September conferences to discuss progress.

Ongoing efforts to increase parental involvement include Open House, Title I Parent Meetings, book fairs, Grandparents' Day, classroom parties, Donuts with Grownups, Veterans Day Program, Spelling Bee, Spring Music Program, Kindergarten Parent Meeting, field trips, Promise Indiana, Facebook page, and emails. Parents have opportunities to be involved by working with our principal and staff to plan and volunteer to help with events such as those listed above.

Describe plans for assisting preschool children in the transition from early childhood education programs, such as Head Start, to local elementary school programs.

Deerfield Elementary School helps preschool children transition to kindergarten by offering Kindergarten Round-Up in March to begin the process of meeting new families and completing pre registration paperwork. Parents are given information about Kindergarten and offered several tools to assist them before school starts. Deerfield offers a preschool program on-site. If preschool students are transitioning from one of the Head Start programs in the area, we request information from this program or any other preschool program that would have information available. We also administer benchmark tests shortly after school starts to recognize students who need interventions for essential skills such as letter name/sounds, number identification, oral counting and shape discrimination. Intervention begins shortly after the need has been identified and continues until the child masters the skills.

Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

At Deerfield Elementary School, certified teachers participate in analysis of student achievement data in small groups. This information is utilized to discuss improvement of student achievement and to analyze student assessment data and use this information to create flexible remediation and enrichment groups for both Math and Language Arts. Teachers also participate in case conferences and RtI meetings to help determine what extra academic or behavior strategies are needed to be used for Tier 2 and Tier 3 students.

Describe activities and programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

Deerfield Elementary has a Title I Interventionist and a special education teacher trained in Orton-Gillingham. Students who are identified by data from teacher assessments, teacher input, NWEA and state assessments are determined to be of the highest need. These students are put in small groups to address their needs. Orton-Gillingham is used as an intervention.

Describe the coordination and integration with other Federal, State, and local services, resources, and programs.

Deerfield Elementary benefits from federal, state, and local funding. Deerfield is a Title I school and has an Interventionist and one trained paraprofessional who are paid through Title I, Part A funds. Deerfield also has a Student Support Specialist who works to fulfill the unmet needs of students so they are more prepared for the learning environment each day. Deerfield also works with the Child Advocacy Center of Randolph County each year to provide programming about child safety.

Deerfield Elementary School has an annual budget of allocated state funds for the purchase of instructional materials and equipment. The school principal and building level treasurer monitor the use of these funds throughout the school year.

The Assistant Superintendent is the grant coordinator for all grant areas. This individual is the leader for all areas of the Consolidated Application. The Superintendent and Assistant Superintendent have ongoing discussions if there are needs for identified foster students. Part of the Asst. Superintendent's responsibilities are to establish priorities for training and funding by federal, state, and local funding among buildings, so there is aligned K-12 programming. With one person coordinating all feedback from stakeholders, activities, and funding for most grants, there is coordination to ensure there is district-wide alignment, as expected by the Superintendent. As Title I coordinator, the Assistant Superintendent will work with the Superintendent and Elementary Principals to prioritize funding and determine activities that support the literacy achievement and growth for all elementary students as well as any set-asides and special considerations.

If operating a blended schoolwide program, identify which federal grants will be blended and describe how the schoolwide program as a whole addresses the intent and purposes of each of the Federal education programs whose funds were blended to support it. (Funds available for blending: Title I, II, III, IV, Rural and Low Income Schools, and Immigrant Influx)

Not Applicable

Additional Required SIP Information

Safe and Disciplined Learning Environment

Deerfield staff and students maintain a safe and disciplined learning environment through various trainings, speakers, and procedures.

- Employment of SRO/Student Support Specialist
- Crisis Prevention and Intervention Training for Special Education teachers, paraprofessionals, office staff, and classroom teachers as needed.
- All staff and students will be trained in Standard Response Protocol, and all will be given ample opportunity to practice through intentional school drills.
- Building procedures are posted throughout the school.
- The principal, SRO, custodian, and maintenance director work together to coordinate facility maintenance in an appropriate amount of time, to ensure safety.
- The school conducts tornado, fire, and intruder drills to give students and teachers a better understanding of how to react in the event of a disaster. We will also have two bus evacuation drills.
- All teachers at Randolph Central are given emergency handbooks that explain how to react in a crisis situation.
- The school office has a weather alert system.
- All teachers take emergency medical release forms on field trips in case of emergencies.
- RC PRIDE signs are posted throughout the building and discussed with students.
- Randolph Central School Corporation Student Handbooks are provided to all parents at the beginning of the year.
- Visitors must sign in and out upon entering the building.
- While in the building, visitors must wear a visitor's badge.
- Volunteers who work with Deerfield students must undergo a limited criminal history background check.
- The principal conducts a beginning of the year orientation with students to set expectations for building procedures and behavior in an attempt to promote a safe and effective school environment.
- Secured entryway in main entrance
- Lunches and recesses are closed to visitors
- Teachers and paraprofessionals use in-house two way radios to communicate.

Coordination of Technology Initiatives

Deerfield Elementary Students in grades K-5 each have a Chromebook that is used at school and at home. These devices have become essential tools for our students over the past three years. In an effort to coordinate technology initiatives the Technology Director meets on a regular basis with other members of the administrative team. These meetings provide an opportunity to communicate in regard to needs, systems, and future initiatives. Additionally, teachers are given opportunities to provide their input in regard to applications and classroom technology needs. Each school has a designated technology teacher leader who also plays a role in coordinating efforts and trouble-shooting to increase efficiency. Teacher input is taken into consideration as the administrative team works to make plans regarding implementation of technology initiatives.

Methods to Improve Cultural Competency

Many teaching resources are used to assist students in experiencing different cultures, including guest speakers, literature, videos, field trips, and cultural awareness and diversity units taught by teachers and the school counselor. Additionally, teachers have had opportunities to attend SLOP training. Those who have been trained are able to train other teachers as needed. EL staff meet with teachers and staff to discuss the needs and progress of EL students as needed.

School Improvement Oversight Committee

Laura Kile, Principal: Laura Kile

Amy Moystner, Teacher/School Improvement Chair: Amy Moystner

Brittany Horner, Teacher/Parent: Brittany Horner

Sarah Headland, Teacher: Sarah Headland

Ericah Love, Teacher: Ericah Love