

# **Deerfield Elementary 2019-20**

Deerfield Elementary School

Novi Community School District

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## Overview

### Plan Name

Deerfield Elementary 2019-20

### Plan Description

Deerfield Elementary SIP 2019-20

## 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	Deerfield Elementary staff will attend to the core components of a Multi-Tiered System of Supports (MTSS) to meet the learning needs of each student.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	The Deerfield Elementary staff will continue to support a multi-tiered system of supports to meet the social/emotional well-being of all students and staff and create a culture of unity.(CoT and LIM Focus)	Objectives: 3 Strategies: 3 Activities: 5	Organizational	\$500
3	The Deerfield staff will provide an equity of opportunity to all students by honing curriculum, instruction and assessment.	Objectives: 4 Strategies: 4 Activities: 4	Organizational	\$2500

## Goal 1: Deerfield Elementary staff will attend to the core components of a Multi-Tiered System of Supports (MTSS) to meet the learning needs of each student.

### Measurable Objective 1:

collaborate to create an intentional grade level instructional WIN time by 06/12/2020 as measured by submitted plans with evidence of follow through .

### Strategy 1:

Data Driven Instruction - Staff and Administration will attend grade level PLC/data meetings in order to target our priority and accelerated readers to make informed instructional decisions based on needs.

Category: Other - MTSS

Research Cited: Whatever it takes: How Professional Learning Communities Respond When Kids Don't Learn by Richard DuFour

Tier: Tier 1

Activity - Grade Level PLC time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will use designated PLC time to review student data, determine tier two instructional needs, develop intervention plan and will submitted plan to principal monthly. Grade level plans will be updated throughout the school year.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Principal and K-4 general education classroom teachers.

Activity - Interventionist support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building literacy and math interventionist will work with grade level teams to support the development of instructional practices to be used to support identified students during grade level WIN time. District coach will also support through modeling and working with teachers as they develop intervention strategies. Math and Literacy interventionists will provided targeted support for students not meeting proficiency or projected to not meet proficiency in reading, writing or math performance. Designated time is set aside each day for special or non-new academic instruction, called WIN time, when students are serviced outside of the classroom or in the classroom for teacher to observe student and note the effective strategies used by interventionists to support student achievement	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	Math interventionist, literacy interventionist, instructional coach, classroom teachers and principal

Activity - MTSS Data Protocol Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-4 teachers will participate in a 1 hour MTSS Data meeting modeled by the Building Administrator, Director of 504/MTSS, the Supervisor of EL's, and Director of Student Growth and Accountability. Other staff participating will be the Instructional Coach, Social Worker, Psychologist, EL Teacher, and Interventionists. The MTSS Data Protocol will help teams 1) know what data is available to them, and 2) what actions can be taken with the data to support student learning.	Professional Learning	Tier 1		09/03/2019	11/29/2019	\$0	No Funding Required	K-4 general education teachers, Principal, Julie Bedford, Director of 504/MTSS, EL Supervisor, Director of Student Growth and Accountability, Instructional Coach, EL teacher, Social Worker, Psychologist, Interventionists

**Goal 2: The Deerfield Elementary staff will continue to support a multi-tiered system of supports to meet the social/emotional well-being of all students and staff and create a culture of unity.(CoT and LIM Focus)**

**Measurable Objective 1:**

collaborate to develop a deeper working knowledge of the eight cultural forces and how to use them within classrooms and throughout out school. by 06/19/2020 as measured by evidence of eight cultural forces being used throughout the building..

**Strategy 1:**

Content-Specific Resources - As a staff we will continue to develop our working knowledge of Cultures of Thinking and how implement the 8 cultural forces. This is our 4th year working with CoT. This year we plan to shift our focus away from routines and dedicate a staff meeting a month to digging deeper into CoT in hopes of spreading the gained knowledge throughout the building (learn from each other).

Category: School Culture

Research Cited: Making Thinking Visible by Ron Ritchhart, Mark Church, Karin Morrison. Creating Cultures of Thinking: The 8 forces we must master to truly transform

our schools by Ron Ritchhart.

Tier: Tier 1

Activity - Cultures of Thinking Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This year, we will be developing a CoT team. The CoT team will lead monthly staff meetings focused on further developing teachers' understanding of CoT.	Professional Learning, Implementation, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	Cultures of Thinking Team

**Measurable Objective 2:**

collaborate to enhance and continue to build on our school culture by 06/12/2020 as measured by ongoing staff, student and community feedback and perception data .

**Strategy 1:**

Professional Development - Grade levels will establish PLC norms and will use the norms on a regular basis.

Category: School Culture

Research Cited: Professional Learning Communities

Tier: Tier 2

Activity - PLC norms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will use the school Mission and Vision to then develop their grade level PLC norms.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All instructional staff and administration

**Measurable Objective 3:**

collaborate to live into our established Leader in Me program by 06/12/2020 as measured by the ongoing implementation of student leadership opportunities and school community initiatives..

**Strategy 1:**

Leader in Me - Students and staff will continue to develop student leadership opportunities and live in the 7 habits. Our building, teacher lead, Lighthouse Team will continue to monitor our implementation of various LIM initiatives.

Category: School Culture

Tier: Tier 1

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Activity - Community Fridays	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Friday the entire school will take part in our Community Fridays (Cabins, Lead time or buddies).The Lighthouse team will design Community Fridays around the different habits and integrate PBIS language and CoT.	Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$0	No Funding Required	The entire school community
Activity - Celebration of Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In May, every Deerfield Elementary student will use their Leadership Notebook to walk their parents through their year of learning. Some aspects of the Leadership Notebooks will be paper while others will be electronic (See-Saw). The event involves our entire Deerfield Elementary community.	Technology , Parent Involvement, Community Engagement, Teacher Collaboration	Tier 1	Evaluate	09/03/2019	06/12/2020	\$500	General Fund	The entire Deerfield Elementary staff and parental support too
Activity - LIM First Eight Days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the start of the 2019-20 school year, the entire Deerfield Elementary staff will utilize Stephen Covey's "First 8 Days." As a staff, each classroom will use the eight days to help establish our focus on the 7 habits, PBIS building expectations, build classroom Mission statements. These first eight days will be revisited after the holiday break.	Technology , Community Engagement, Teacher Collaboration, Behavioral Support Program	Tier 1		09/03/2019	06/12/2020	\$0	General Fund	The entire Deerfield Elementary Staff

**Goal 3: The Deerfield staff will provide an equity of opportunity to all students by honing curriculum, instruction and assessment.**



**Measurable Objective 1:**

collaborate to and implement research-based curriculum and instruction to optimize learning by 06/12/2020 as measured by the percent of teachers provided training on NGSS Science Standards (K-4).

**Strategy 1:**

NGSS Training - District Science Plan (5 year) - Deerfield will provide time and training for grade levels to work together to unpack the new NGSS science standards and develop lesson plans, assessments, and implementation guides.

Category: Science

Research Cited: Next Generation Science Standards- Research and Reports <https://www.nextgenscience.org/standards-background-research-and-reports>

Tier: Tier 1

Activity - Grade Level NGSS Kit Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers (Gr. 1, 2, 4) will participate in professional learning to better understand the changes to curriculum and instruction that are coming along with the implementation of the NGSS standards. This training will provide teachers grade level time to deliberate about curriculum, instruction, and assessment.	Materials, Curriculum Development, Professional Learning, Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	1, 2, 4 general education teachers, Principal, Julie Bedford, instructional coaches

**Measurable Objective 2:**

collaborate to develop and implement research-based curriculum and instruction to optimize the assessment of writing by 06/12/2020 as measured by the percent of teachers provided training for Writing Pathways K-4.

**Strategy 1:**

Writing Pathways - Ongoing use of Formative Assessment Data - District Writing Plan (5 year) - NCSD will provide time for grade levels to work together to implement Lucy Calkins Writing Pathways assessment system. Through Scoring and Analysis days with the assistance of instructional coaches and ELA CALs, teachers will use the information to improve student writing performance. Teachers will be provided two days to work together on scoring two genres of writing. This has been a five year process.

Category: English/Language Arts

Research Cited: Calkins, Lucy, et al. Writing Pathways: Performance Assessments and Learning Progressions, Grades K-5. Heinemann, 2014.

Tier: Tier 1

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Activity - On-Demand pre and post writing prompts - Grade Level PLC Writing Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing On-Demand prompts for students K-4 to determine effectiveness of instruction immediately following end of unit instruction on text type. Each grade level will administer a pre and a post assessment for two writing genres and be given time to score and analyze. Each K-4 PLC general education team will be provided two half days to work collaboratively to analyze their students' writing using the Pathways rubric. The goal is to build interrater reliability among grade levels and inform instruction in the fall and to reflect on instruction in the spring.	Curriculum Development, Professional Learning, Implementation, Teacher Collaboration, Communication	Tier 1	Implement	09/03/2019	06/12/2020	\$2500	General Fund	general education teachers, instructional coaches, building representatives

**Measurable Objective 3:**

collaborate to develop and implement research-based curriculum and instruction to optimize the instruction of mathematics by 06/14/2022 as measured by the percent of K-5 teachers provided training for Add+Vantage Math Recovery.

**Strategy 1:**

Add+Vantage Math Recovery Training - K-5 Professional Learning Teams will be provided training in the Add+Vantage Recovery 1 & 2 (with in-district trainers) and Math Recovery Specialist (external training). This training will allow for classroom teachers to focus on the foundational learning of whole number topics such as number words and numerals, structuring numbers, addition and subtraction, and topics that affect the development of future mathematical understanding. This is the first year of a multi-year plan.

Category: Mathematics

Research Cited: Add+Vantage Math Recovery

Tier: Tier 1

Activity - AVMR Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten and 1st grade teachers will participate in face to face training with internal AVMR trainers. Each K-1 teacher will receive four days of training for AVMR 1 in 2019-2020 and four days in 2020-2021 for AVMR 2 (1st grade only). This will be the first year of a multi year plan to train all K-5 teachers who deliver math instruction.	Getting Ready, Curriculum Development, Professional Learning, Implementation, Direct Instruction	Tier 1		09/03/2019	06/11/2021	\$0	No Funding Required	K-1 general education teachers

**Measurable Objective 4:**

collaborate to develop and implement research-based curriculum and instruction to optimize the use of small group reading instruction by 06/11/2021 as measured by the percent of teachers participating in small group reading group professional learning.

**Strategy 1:**

Small Group Professional Learning - Classroom teachers, in conjunction with literacy specialists, instructional coaches, and outside support, will be provided professional learning to deepen their knowledge in the use to small group to teach reading.

Category: English/Language Arts

Research Cited: <https://literacyessentials.org/k-to-3/>; <https://literacyessentials.org/grades-4-to-5/>

Tier: Tier 1

Activity - Grade 3/4 Guided Reading Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third and fourth grade teachers will work with literacy specialists, instructional coaches, and outside experts to deepen their knowledge and practice on small group reading instruction.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2021	\$0	No Funding Required	3rd/4th grade classroom teachers, literacy specialists

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade 3/4 Guided Reading Professional Learning	Third and fourth grade teachers will work with literacy specialists, instructional coaches, and outside experts to deepen their knowledge and practice on small group reading instruction.	Professional Learning	Tier 1	Implement	09/03/2019	06/11/2021	\$0	3rd/4th grade classroom teachers, literacy specialists
PLC norms	Each grade level will use the school Mission and Vision to then develop their grade level PLC norms.	Professional Learning, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	All instructional staff and administration
Grade Level PLC time	Grade levels will use designated PLC time to review student data, determine tier two instructional needs, develop intervention plan and will submitted plan to principal monthly. Grade level plans will be updated throughout the school year.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/03/2019	06/12/2020	\$0	Principal and K-4 general education classroom teachers.
Interventionist support	Building literacy and math interventionist will work with grade level teams to support the development of instructional practices to be used to support identified students during grade level WIN time. District coach will also support through modeling and working with teachers as they develop intervention strategies. Math and Literacy interventionists will provided targeted support for students not meeting proficiency or projected to not meet proficiency in reading, writing or math performance. Designated time is set aside each day for special or non-new academic instruction, called WIN time, when students are serviced outside of the classroom or in the classroom for teacher to observe student and note the effective strategies used by interventionists to support student achievement	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 2	Implement	09/03/2019	06/12/2020	\$0	Math interventionist, literacy interventionist, instructional coach, classroom teachers and principal

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Grade Level NGSS Kit Training	Science teachers (Gr. 1, 2, 4) will participate in professional learning to better understand the changes to curriculum and instruction that are coming along with the implementation of the NGSS standards. This training will provide teachers grade level time to deliberate about curriculum, instruction, and assessment.	Materials, Curriculum Development, Professional Learning, Implementation, Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/03/2019	06/12/2020	\$0	1, 2, 4 general education teachers, Principal, Julie Bedford, instructional coaches
MTSS Data Protocol Training	All K-4 teachers will participate in a 1 hour MTSS Data meeting modeled by the Building Administrator, Director of 504/MTSS, the Supervisor of EL's, and Director of Student Growth and Accountability. Other staff participating will be the Instructional Coach, Social Worker, Psychologist, EL Teacher, and Interventionists. The MTSS Data Protocol will help teams 1) know what data is available to them, and 2) what actions can be taken with the data to support student learning.	Professional Learning	Tier 1		09/03/2019	11/29/2019	\$0	K-4 general education teachers, Principal, Julie Bedford, Director of 504/MTSS, EL Supervisor, Director of Student Growth and Accountability, Instructional Coach, EL teacher, Social Worker, Psychologist, Interventionists
Cultures of Thinking Team	This year, we will be developing a CoT team. The CoT team will lead monthly staff meetings focused on further developing teachers' understanding of CoT.	Professional Learning, Implementation, Teacher Collaboration	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	Cultures of Thinking Team

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AVMR Professional Learning	Kindergarten and 1st grade teachers will participate in face to face training with internal AVMR trainers. Each K-1 teacher will receive four days of training for AVMR 1 in 2019-2020 and four days in 2020-2021 for AVMR 2 (1st grade only). This will be the first year of a multi year plan to train all K-5 teachers who deliver math instruction.	Getting Ready, Curriculum Development, Professional Learning, Implementation, Direct Instruction	Tier 1		09/03/2019	06/11/2021	\$0	K-1 general education teachers
Community Fridays	Every Friday the entire school will take part in our Community Fridays (Cabins, Lead time or buddies). The Lighthouse team will design Community Fridays around the different habits and integrate PBIS language and CoT.	Parent Involvement, Community Engagement, Teacher Collaboration, Behavioral Support Program	Tier 1	Evaluate	09/03/2019	06/12/2020	\$0	The entire school community

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Demand pre and post writing prompts - Grade Level PLC Writing Analysis	Writing On-Demand prompts for students K-4 to determine effectiveness of instruction immediately following end of unit instruction on text type. Each grade level will administer a pre and a post assessment for two writing genres and be given time to score and analyze. Each K-4 PLC general education team will be provided two half days to work collaboratively to analyze their students' writing using the Pathways rubric. The goal is to build interrater reliability among grade levels and inform instruction in the fall and to reflect on instruction in the spring.	Curriculum Development, Professional Learning, Implementation, Teacher Collaboration, Communication	Tier 1	Implement	09/03/2019	06/12/2020	\$2500	general education teachers, instructional coaches, building representatives
LIM First Eight Days	At the start of the 2019-20 school year, the entire Deerfield Elementary staff will utilize Stephen Covey's "First 8 Days." As a staff, each classroom will use the eight days to help establish our focus on the 7 habits, PBIS building expectations, build classroom Mission statements. These first eight days will be revisited after the holiday break.	Technology, Community Engagement, Teacher Collaboration, Behavioral Support Program	Tier 1		09/03/2019	06/12/2020	\$0	The entire Deerfield Elementary Staff

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Celebration of Learning	In May, every Deerfield Elementary student will use their Leadership Notebook to walk their parents through their year of learning. Some aspects of the Leadership Notebooks will be paper while others will be electronic (See-Saw). The event involves our entire Deerfield Elementary community.	Technology, Parent Involvement, Community Engagement, Teacher Collaboration	Tier 1	Evaluate	09/03/2019	06/12/2020	\$500	The entire Deerfield Elementary staff and parental support too
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