

# STAKEHOLDERS REPORT

The mission of Deerfield Elementary is learning and achievement for all students.

## HOME OF THE EAGLES

Deerfield  
Eagles soar  
when they  
are:  
Cooperative  
Responsible  
Grateful  
Positive  
Respectful  
Good citizens  
Trustworthy  
Honest  
Doing their best

## A LITTLE ABOUT DEERFIELD

We would like to present to you a Stakeholders Report for Deerfield Elementary School. This report is intended for the use of students, parents, teachers, staff, community members and all others who have a stake in the success of Deerfield Elementary School.

Deerfield opened in 2002 in the community of Cedar Hills, Utah. Cedar Hills is built upon an alluvial fan, or bench, created thousands of years ago when it was a shoreline of Lake Bonneville. Early settlers referred to the area as "the Bench." Because of the growth of cedar trees the area was later referred to as Cedar Hills. The bench provides a beautiful view of the surrounding mountains, Utah Lake, and Utah Valley. Cedar Hills was established as a community in 1977. The surrounding cities such as Pleasant Grove and Alpine were settled in 1849 and 1850.

We feel honored to serve many of the children in this great community. We hope you will celebrate with us this report on Deerfield Elementary School.

## HOW DEERFIELD STUDENTS SCORE

We are very pleased our school exceeded the goals set by the state to demonstrate Adequate Yearly Progress in language arts and math. Here is a summary of our 2008 CRT results along with the District and State.

In Language Arts, Deerfield students scored 90% compared with 82% in Alpine School District and 78% in the State of Utah. In Math, Deerfield scored 82% compared with 79% in ASD and 74% in the State. These numbers represent the percent of students in the school who scored Level 4 (Substantial) or Level 3 (Sufficient) on the test.

I know parents realize that different children learn in different ways--and at different rates--and we must accommodate these differences. We must hold all students to high standards, while recognizing that not all students will progress at the same rate. And we must make appropriate provisions for those who are struggling to keep up.

While there is much reason to be pleased with the above scores, we are continually striving to improve our instructional strategies to reach individual children. We know our teachers and students will build on this solid achievement and continue to move ahead. I am very aware that our success at Deerfield is due in large part to our tremendous parent support.

We have many parent volunteers on a daily basis assisting children in classrooms. Parent involvement at home is probably the most important kind of parent involvement in education. We appreciate the support parents give by talking with their children about school, providing a quiet place to do homework, and teaching them respect for others and responsibility for their own behavior.

## JANUARY 2009 STAKEHOLDERS REPORT FOR DEERFIELD ELEMENTARY

### EARLY OUT MONDAYS

*The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.*

*- Alvin Toffler*

Each Monday, students at Deerfield Elementary are released one hour early for teachers to collaborate. Teachers working in collaborative teams afford a way for self-improvement while keeping student learning central. Effective schools research also shows positive outcomes for student learning in collaborative schools. Programs in Alpine School District have validated the power of collaborative Professional Learning Communities. We are excited to use the time during collaboration to focus on four essential questions:

- 1) What do we expect students to know and be able to do?
- 2) How will we know what students have learned?
- 3) How will we respond to students who aren't learning?
- 4) What will we do with students who already know?

Collaboration time is about sharing ideas, experiences, common assessments, strategies, lesson plans, and working together to solve learning issues. As a result, students benefit.

### PARENT INVOLVEMENT

*John Dewey, a respected educator, said: "What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy."*

Parents often ask how they can get involved at Deerfield. While there are many ways, the two that specifically come to mind are the PTA and the School Community Council (SCC).

The purpose of PTA is to advocate for children. Our PTA sponsors various programs throughout the year that enhance the talents of our students and can use many volunteers. Tricia Morin is our PTA president with Renae Chambers serving as President-Elect.

The School Community Council is an elected body consisting of parents, teachers and the school administrator. One of their main responsibilities is to study test data to help determine where the school's land trust funds are spent. David Jackman currently serves as the Chairman of the SCC.

In addition to the two organized groups mentioned above, parents are always needed as classroom volunteers to help with reading and math. Some children benefit greatly from the extra one-on-one attention with their studies. Contacting your child's teacher directly is the best way to become a classroom volunteer.

### K-6 CLASSROOM TEACHERS

*Choose a job you love and you will never work a day in your life.*

Deerfield is fortunate to have great teachers. In Kindergarten we have Mrs. Ericson, Mrs. Richey, and Mrs. Story. First grade teachers include Mrs. Hansen, Mrs. Hutchinson, Miss Jones, Mrs. Salvania, and Mrs. Stewart. In second we have Mrs. Carbajal, Mr. Felt, Miss Lien, Mrs. Mitchell, and Mrs. Turek. Third grade teachers are Mrs. Bernfeld, Mrs. Fredrickson, Mrs. King, Mrs. McKell, and Mrs. Mecham. In fourth we have Mrs. Anderson and Mrs. Smith who share a class and Mrs. Duthrie, Mrs. Humphries, Mr. Jacob, and Mrs. Watkins. Fifth grade teachers include Mrs. Empey, Miss Ferrin, Mr. Grimley, and Mr. Wells. And in sixth we have Miss Draney, Miss Kitchen, Mrs. Neilsen, and Miss Steinberg.

## JANUARY 2009 STAKEHOLDERS REPORT FOR DEERFIELD ELEMENTARY

### VISION AND VALUES

The VISION of Deerfield Elementary is a school where:

- The learning environment is safe, secure, organized, and nurturing.
- Teachers are enthusiastic, highly qualified, and dedicated to helping all students meet their potential through high standards and collaboration.
- Parents work with students and teachers to ensure student learning and success.
- Curriculum and instruction are balanced, differentiated, challenging, and based on the state core.
- Students demonstrate responsibility and feel ownership for their learning.

The VALUES of Deerfield Elementary are:

- We will be well prepared in all situations and have a positive and caring attitude.
- We will actively participate in professional development through classes, literature, and collaboration.
- We will form relationships with parents through communication and classroom involvement.
- We will teach the State Core Curriculum in a variety of ways to meet individual student needs.
- We will engage students in learning experiences that provide choices and opportunities for individual growth by allowing students to set goals, assess progress, and identify their needs and strengths.

*"To laugh often  
To win the affection of children  
To earn the appreciation of  
honest critiques  
And endure the betrayal of false  
friends  
To appreciate beauty  
To find the best in others  
To leave the world a bit better—  
Whether by a healthy child or a  
garden patch  
To know that one life has  
breathed easier  
Because you have lived----  
This is to have succeeded!"*

*—Ralph Waldo Emerson*

### WHAT WORKS IN SCHOOLS?

In his book "What Works in Schools: Translating Research into Action", researcher Robert Marzano explored the research and best practices on various factors affecting student achievement. The factors are divided by school, teacher, and student.

The school-level factors focus on 1) a guaranteed and viable curriculum, 2) challenging goals and effective feedback, 3) parent and community involvement, 4) a safe and orderly environment, and 5) collegiality and professionalism. The teacher factors include 1) instructional strategies, 2) classroom management, and 3) classroom curriculum design. Student factors include 1) home atmosphere, 2) learned intelligence and background knowledge, and 3) motivation.

Although all of the factors are important and interrelated, the guaranteed and viable curriculum is a fundamental building block for others to be successfully implemented in a school. We are continually refining our curriculum standards to align with the state core. We focus on knowledge 1) that will endure beyond a single test date, 2) that will be valuable in multiple disciplines, 3) that is crucial for success in the next level of instruction, and 4) that can be measured.

At Deerfield, we are supportive of Alpine School District's focus on Balanced Literacy and Balanced Mathematics. The term "balance" should not assume equal amounts of reading and writing, or equal time in traditional math and standards based instruction. A better analogy is like that of a balanced diet. Although a variety of foods are included they work together to create a healthy eating plan.

In Literacy, we focus on guided, shared, and independent reading and writing. Our goal is for children to become proficient in reading and comprehending fiction and non-fiction texts. Students write for enjoyment or reflection, to persuade, to entertain their audience, to learn about a subject and to demonstrate their learning. We strive to promote reading, writing, listening and speaking as the basis for success in school and in life.

In Mathematics, our focus is on the content in the core curriculum outlined by the state. We focus on memorization of basic facts as well as understanding the mathematics involved. Teachers are asked to use their professional judgment in providing direct instruction coupled with inquiry and problem solving. Our goal is to have mathematically proficient students who are able to understand concepts, compute efficiently, apply math knowledge to solve real-world problems, and use reasoning to explain and justify solutions.

## Deerfield Elementary School

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### We're on the Web!

See us at:

[www.deerfield.alpinedistrict.org](http://www.deerfield.alpinedistrict.org)

If you've had a chance to visit Deerfield, you know we are fortunate to have a support staff of wonderful people who make a difference in the lives of children. We'd like to include a special thank you to these people:

Media Specialist = Mrs. Fuller  
Lead Secretary = Mrs. Bunton  
Lunchroom Manager = Mrs. Carlson  
Head Custodian = Mr. Nilsson  
School Nurse = Mrs. Kofford

## MORE TEACHERS TO MENTION

We want to recognize the rest of our teachers. Students attend specialty classes each trimester on a three-week rotation. Our specialty teachers are Mrs. Boyle in Music; Mrs. Hall in Art; Mrs. Keetch in Computers; and Mrs. Tingey in PE/Health.

We are also supported by a great special education staff. Special Education teachers include Mrs. Elder, Mrs. Miller and Mrs. Sallenback. Mr. Farnes and Mr. Young serve as Speech Therapists. Mr. Killpack is our school Psychologist; and Miss James and Miss Wirick are our Preschool Teachers.

We are fortunate to also have Mrs. Larsen as our Reading Recovery Teacher.

## Student Summary as of December 31, 2008

Total Number of Students = 965 (489 boys/476 girls)

Asian = 17 (8 boys/9 girls)

Black = 9 (2 boys/7 girls)

Hispanic = 13 (7 boys/6 girls)

American Indian = 1 (1 boy/0 girls)

Pacific Islander = 8 (6 boys/ 2 girls)



## DID YOU KNOW ABOUT EMINTS?

Our fifth grade team received an eMINTS4Utah grant last year which is a professional development program focusing on high quality teaching powered by technology. As a result, our school received funds to equip the four fifth grade classrooms with one computer for every two students, a video projector, digital and video cameras, printer, and other peripherals. The teachers participate in 175 hours of after school training spread over two years. The emphasis is on quality teaching strategies that use technology. Classroom support is also provided.

We feel so fortunate that all of our fifth graders have such a great opportunity to develop and use their technology skills to enhance their learning.