

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Mayfield Elementary**



**St. Tammany Parish Public Schools**

*This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

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**1. COMPREHENSIVE NEEDS ASSESSMENT**

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Kindergarten students have consistently maintained 64% to 67% of students scoring at Benchmark and a 6% improvement in Benchmark scores from 2012 to 2017 as measured by DIBELS.	First grade has the highest percentage of at least 20% of students scoring Intensive over the past five years from 2012 to 2017 from Fall to Spring. Second grade students showed an 11% decline in the number of students scoring at Benchmark from Fall 2012 to Spring 2017.
From 2012-2013 to 2015-2016, the CRT Assessment Index score increased by 3.3 points overall.	In 2016-2017, the CRT Assessment Index score dropped by about 2.6 points from 85.2 to 82.6.
5th grade has shown steady improvement since 12-13 in ELA (27.7 point growth), Math (8.1 point growth), and Science (14.5 point growth). 4th ELA (7.3 point growth) & Math (15.2 point growth) have shown steady growth since 14-15. 6th has shown significant growth in Science (21.3 point growth) since 14-15.	In 3rd through 6th, social studies index scores have declined, with 3rd declining by 30.6 and 5th by 28.1 since 14-15; 4th declining by 22.3 since 12-13; and 6th declining by 8.4 in 16-17. 3rd has declined in all indexes, (ELA by 4.4 since 14-15, Math by 25.2 in 16-17, Science by 10.5 since 14-15, & S.S. by 30.6.
5th grade exhibited a potential strength in ELA with an overall score of 752 scaled score on LEAP in 16-17.	3rd grade math exhibits a weakness the area of mathematical subclaim of Additional & Supporting Content with 58% proficient. 4th grade math exhibits a weakness in the subclaim of Expressing Mathematical Reasoning Content with 67% proficient.
3rd, 5th, 6th grade showed strengths in ELA Knowledge & Use of Language Conventions. 3rd and 4th grade students showed strengths in Reading Performance in ELA.	Students across 3rd through 6th grade exhibit a weakness in Type I Questions of Math Content according to 16-17 LEAP Data. This weakness may be related to students' responses to multiple choice, multi-select, etc. questions.
The Hispanic subgroup has been the highest performing subgroup in ELA for the past 3 years, and has been the highest performing subgroup in Math for 3 of the past 4 years.	The Students with Disabilities subgroup has been the lowest performing subgroup in ELA and Math for the past 5 years.
Students within the Hispanic subgroup showed an improvement of 21.1% in ELA proficiency from 2014 to 2017.	Students with Disabilities in Math has declined by 16.7% in proficiency from 2013 to 2017, and declined in ELA by 9.8% proficiency since 2014.
There are no subgroups that show a declining trend in achievement gap for consecutive years. All subgroups In math, however, showed a decline in achievement gap from 15-16 to 16-17 with the following declines: Whole School by 6.7%, Black by 11.8%, White by 4.9%, ED by 4%, and SWD by 1.1%.	There are no subgroups that show an increasing trend for consecutive years. All subgroups in ELA, however, showed an increase in achievement gap from 15-16 to 16-17. From 15-16 to 16-17, the ELA gaps increased by: 3.8% in Whole School, 2.5% in Black, 3.8% in White, 3% in ED, and 1.6% in SWD.

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<p>ELA has had consistently higher percent proficiency in all subgroups compared to Math for the past four years.</p>	<p>Math is a potential school-wide weakness as evidenced by lower percent proficient scores compared to ELA for all subgroups consistently for the past four years.</p>
<p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> </ul>	
<p>1. From Spring 2017 to Spring 2018, students scoring Basic and below in 3<sup>rd</sup>-6<sup>th</sup> grade will decrease by 10% within the ELA Writing Subclaim of Written Expression as measured by the LEAP 2025.          3<sup>rd</sup> -71% to 61%          4<sup>th</sup> -56% to 46%          5<sup>th</sup> -64% to 54%          6<sup>th</sup> -50% to 40%</p>	
<p>2. From Spring 2017 to Spring 2018, 3<sup>rd</sup> and 4<sup>th</sup> grade students scoring Basic and below will decrease by 10% within the Math Subclaim of Expressing Mathematical Reasoning as measured by the LEAP 2025.          3<sup>rd</sup> -51% to 41%          4<sup>th</sup> -57% to 47%</p>	
<p>3. From Spring 2017 to Spring 2018, 5<sup>th</sup> and 6<sup>th</sup> grade students scoring Basic and below in 5<sup>th</sup> and 6<sup>th</sup> grade will decrease by 10% within the Math Subclaim of Major Content as measured by LEAP 2025.          5<sup>th</sup> -75% to 65%          6<sup>th</sup> -72% to 62%</p>	
<p>4. From Spring 2017 to Spring 2018, students with disabilities in 3<sup>rd</sup> -6<sup>th</sup> grade will improve their ELA and Math proficiency scores by 5%.          Math 37.1% to 42.1%          ELA 43.5% to 48.5%</p>	
<p>5. The Out of School Suspension Rate for all grades (PreK – 6<sup>th</sup>) will decrease by at least 3.6% (from 8.6% to 5%) in 2017-18.</p>	

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**2. PARENT AND FAMILY ENGAGEMENT**

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• August 2017 – Review 16-17 SIP Evaluation with all stakeholders and discuss improvements for 17-18 school year.</li> <li>• December 2017 - Opportunity for parents to view SIP and offer feedback               <ul style="list-style-type: none"> <li>○ Ongoing feedback of SIP through school’s website.</li> </ul> </li> <li>• August 2017-May2017 - Monthly Parental Involvement &amp; SIP Committee meetings               <ul style="list-style-type: none"> <li>○ Review and plan PFE Events</li> <li>○ Make budgetary decisions based on student learning needs</li> <li>○ Review/Revise/Edit SIP</li> </ul> </li> <li>• October 11, 2017 – SIP Committee meeting to review Data Analysis and determine goals</li> <li>• November 1, 2017 – SIP Writing at the Ed. Center</li> <li>• November 7, 2017 - PTA Meeting – SIP goals and plan is shared with parents.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Ink/toner</p>	<p><b>Effectiveness Measure:</b> Parent Survey Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• November 8, 2017 – Parent Family Engagement/SIP Committee meeting to review 2017-2018 SIP with all stakeholders</li> <li>• March 2018 – Spring Parent Survey distributed to all parents and posted on school website</li> <li>• April 2018 – SIP Evaluation Meeting at the Ed Center</li> <li>• April 2018 – Parental Involvement Committee reviews Spring Parent Survey Results at monthly meeting.</li> <li>• May 8, 2018 – SIP Evaluation Meeting at Mayfield with all stakeholders             <ul style="list-style-type: none"> <li>○ Results are also shared at first PTA meeting of the next school year</li> </ul> </li> <li>• August 2018 - At Welcome Nights at the beginning of the school year, the SIP Evaluation for the previous school year is shared with all parents.</li> </ul>				
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Stakeholders are encouraged to join PTA at PFE Welcome Nights, Beginning-of-the-year Parent Social, Open House, and on the first day of school.</li> <li>• Parent/Teacher Conferences are held as needed to inform parents of classroom policies and to make decisions related to students’ individual academic and/or behavioral goals.</li> <li>• SAT meetings allow parents, teachers, and other representatives to make decisions for students in need of assistance.</li> <li>• PTA Meetings allow parents, administration, and faculty to meet and discuss upcoming events and needs within the school.</li> <li>• Parent representation at PBIS committees to provide input regarding behavior analysis and incentives.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Ink/toner Translation services</p>	<p><b>Effectiveness Measure:</b> Parent Survey Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• Parent Family Engagement Committee, with 3 parent representatives, meets monthly to plan, review, and develop PFE activities.             <ul style="list-style-type: none"> <li>○ March 2018 – Spring Parent Survey distributed to all parents and posted on school website</li> <li>○ April 2018 – Reviews School-Parent Compact and PFE policy. Drafts are posted on school website and surveys sent home for parent feedback and input.</li> <li>○ April/May 2018 - Draft is also presented at PTA meeting for input and feedback.</li> </ul> </li> <li>• SIP Committee meets monthly to review and make decisions to achieve SIP goals and determine expenditures for the Title I Budget.</li> <li>• SIP is posted and updated as needed on the school website.</li> <li>• IEP Meetings offer parents, teachers, and students opportunities to make decisions on students individualized education plans.</li> <li>• Surveys – electronic and paper-based surveys are used throughout the school year to gather parent input on multiple topics throughout the school year.</li> </ul>				
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• <b>jPAMS</b> – Student Progress Center: This allows students and parents to access grade and attendance information from home.</li> <li>• <b>Robo Calls</b> – Inform parents of upcoming events and important information</li> <li>• <b>School Website</b> – Contains information about current events, Title I information, PTA information, SIP, Data Analysis, etc. and serves as a reliable site for up-to-date information for parents.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b>            NNPS Membership            Bear Paw Envelopes            Paper            Stamps            jPAMS            paper            ink/toner            cardstock            labels            translation services</p>	<p><b>Effectiveness Measure:</b>            Parent Survey            Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• <b>Teacher Websites</b> – Teachers are required to update websites weekly to inform parents about upcoming events, instructional information, etc.</li> <li>• <b>Bear Paw Envelopes</b> – Weekly grades are sent home for parents to review</li> <li>• <b>NNPS</b> – Membership to National Network Partnership Schools</li> <li>• <b>PFE Welcome Nights</b> – Inform parents of classroom policies and curriculum updates</li> <li>• <b>Open House</b> – Inform parents of classroom updates and policies at the beginning of the school year</li> <li>• <b>CCC Meetings</b> – Cookies, Coffee, and Conversation Meetings with a focus on parents of students with disabilities to offer open discussions to learn about how to better meet students’ learning needs outside the classroom.</li> <li>• <b>Report Cards</b> – Parents receive quarterly report cards with pertinent information of students’ academic progress.</li> <li>• <b>PTA Meetings</b> – Monthly meetings are held to discuss upcoming events, make budgetary decisions, and school needs.</li> </ul>				
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>• In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Ink/toner</p>	<p><b>Effectiveness Measure:</b> Parent Survey Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Ink/toner</p>	<p><b>Effectiveness Measure:</b> Parent Survey Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li><b>CCC – Cookies, Coffee, &amp; Conversations</b> (January 2018): Teachers will lead open-forum discussions with parents of students with disabilities to provide information on building ELA and math strategies to assist students outside of the classroom. Parents will also receive pertinent</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Paper Ink/toner Writing supplies Chart paper</p>	<p><b>Effectiveness Measure:</b> Parent Survey Exit Ticket Attainment of Goals</p>



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<p>information regarding testing updates and expectations for LEAP 2025.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li> <b>Nachos with Numbers</b> (February 2018): Parents of 3<sup>rd</sup>-6<sup>th</sup> graders will have opportunities to participate in activities focused building math strategies outside the classroom. Parents will also receive pertinent information regarding testing updates and expectations for LEAP 2025.           <ul style="list-style-type: none"> <li>3<sup>rd</sup> &amp; 4<sup>th</sup>: Expressing Mathematical Reasoning</li> <li>5<sup>th</sup> &amp; 6<sup>th</sup>: Major Content</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> <i>Nachos with Numbers</i> Cardstock</p>	<p><b>Effectiveness Measure:</b> Parent Survey Exit Ticket Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li> <b>Red Beans and Writing</b> (March 2018): Parents of 3<sup>rd</sup>-6<sup>th</sup> graders will have opportunities to participate in activities focused on building students' Written Expression skills outside the classroom. Parents will also receive pertinent information regarding testing updates and expectations for LEAP 2025.           </li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Chart paper Cardstock</p>	<p><b>Effectiveness Measure:</b> Parent Survey Exit Ticket Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>

### 3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *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; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	3	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• <b>CSR Teacher</b> – Reduce pupil-to-teacher ratio in 5<sup>th</sup> grade</li> <li>• <b>Study Island</b> – 6<sup>th</sup> grade students receive daily/5<sup>th</sup> grade receives weekly, additional math instruction and practice with the online testing format for math using this internet-based subscription program. 5<sup>th</sup> graders utilize Study Island for individualized, weekly math instruction to prepare for the online testing format of LEAP 2025.</li> <li>• <b>Reflex Math</b> – 3<sup>rd</sup>-6<sup>th</sup> grade students utilize Reflex Math to build fact fluency during math instructional time 3 to 4 times a week. This program is used both as part of core instruction and as an intervention.</li> <li>• <b>Achieve 3000</b> – Social Studies, Science, and ELA teachers use the informational articles weekly to integrate nonfiction texts and build reading comprehension levels within core instruction. This program is used both as part of core instruction and as an intervention.</li> <li>• <b>Pre-K teacher/Pre-K paraprofessional</b> - are used to enhance the academic potential of Pre-K students who have been identified as economically disadvantaged and/or at risk for academics.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>CSR teacher</li> <li>Achieve 3000</li> <li>Study Island</li> <li>Reflex Math</li> <li><i>Mechanically Inclined</i></li> <li>Projectors</li> <li>Interactive Whiteboards</li> <li>Printers</li> <li>Laptops</li> <li>Paper</li> <li>Toner/Ink</li> <li>Chart Paper</li> <li>Promethean Board-Pens</li> <li>Document Cameras</li> <li>Scanners</li> <li>Microsoft Office</li> <li>Cable Wires</li> <li>Computers</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>DIBELS</li> <li>LEAP 2025</li> <li>Attainment of Goals</li> <li>Evaluation of Program Handout</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• <b>Guidebooks 2.0</b> – 3<sup>rd</sup>-6<sup>th</sup> grade implemented one unit for one nine weeks of the school year in ELA.</li> <li>• <b><i>Mechanically Inclined</i></b> – The strategies presented within this book support and supplement strategies used when implementing Guidebooks 2.0.</li> <li>• <b>Guaranteed Curriculum</b> – PreK – 6<sup>th</sup> grade instructional strategies and materials for all subjects are available and used by teachers.</li> <li>• <b>Math Problem Solving Strategies</b> – Math teachers in all grade levels utilize core-based math instructional materials provided through the Louisiana Believes state department website and materials provided through the Guaranteed Curriculum.</li> <li>• <b>Certified Tutors</b> – Provide reading comprehension and fluency instruction for students in 4<sup>th</sup> and 5<sup>th</sup> grade who scored Unsatisfactory on LEAP the previous year and/or teacher recommendation based on classroom performance.</li> <li>• <b>STARFALL</b> – Provides math, reading, science, and social studies instruction in an interactive, digital format for teachers and students to use in instruction for Pre K through 1<sup>st</sup> grade students.</li> <li>• <b>BRAINPop/BRAINPopJr</b> - Provides math, reading, science, and social studies instruction in an interactive, digital format for teachers and students to use in K-6<sup>th</sup> grades.</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• <b>Adapted Novels</b> – Students are provided modified versions of the anchor texts for the Guidebooks 2.0</li> <li>• <b>Resource Instruction</b> – As noted on students’ IEPs, students receive core instructional minutes with the special education teacher with modified and/or differentiated instruction.</li> <li>• <b>Special Education Paraprofessionals</b> – Assists teachers in providing core instruction in the classroom to provide more differentiated instruction through modifications and/or accommodations in the regular education classroom.</li> </ul>			STARFALL Labels BrainPop/BrainPop Jr. Instructional Materials Science Kits Clip boards manipulatives Mystery Sciences Head phones Head phones with microphones Dry erase markers Novels Binders	
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<ul style="list-style-type: none"> <li>• <b>Co-Teaching Model</b> – Students with disabilities receive core instruction in the regular education classroom with differentiated instruction and support from both regular and special education teacher.</li> <li>• <b>Remediation Guide</b> - Math and ELA resources provided by the Louisiana Believes website to assist students with disabilities in the classroom.</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• <b>DIBELS</b> – Set of procedures and measures for assessing in the acquisition of early literacy skills from Kindergarten – 3<sup>rd</sup> grade.</li> <li>• <b>LEAP 2025</b> – Louisiana state assessment of student progress. This data is used to align classroom instruction for identifying learning needs as a school, grade level, classroom, and individually.</li> <li>• <b>LEAP 360</b> – Teachers and administrators use this assessment to determine students’ current progress. This data is used to identify specific learning needs in the classroom and for teachers to set learning goals for the school year.</li> <li>• <b>Weekly Assessments</b> – Provide teachers with data in all subject areas to determine student mastery and student learning needs in order to align instruction.</li> <li>• <b>Cold Reads with On-Demand Writing Tasks</b> – In preparing students for state assessments and measuring students’ comprehension and written expression skills, students complete these assessment independently. Teachers use this data to align instruction.</li> <li>• <b>Math Unit Assessments</b> – Provide teachers with data in mathematical areas to determine student mastery and student learning needs in order to align instruction.</li> <li>• <b>SLTs</b> – Student Learning Targets are district-created assessments designed to provide teachers with accountable feedback to set instructional goals and measure student progress.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Projectors</li> <li>Interactive Whiteboards</li> <li>Printers</li> <li>Laptops</li> <li>Paper</li> <li>Toner/Ink</li> <li>Promethium Board</li> <li>Pens</li> <li>Document Cameras</li> <li>Scanners</li> <li>Microsoft Office</li> <li>Cable Wires</li> <li>Computers</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>DIBELS</li> <li>LEAP 2025</li> <li>Attainment of Goals</li> <li>Evaluation of Program</li> <li>Handout</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• <b>LEAP 2025 Writing Rubrics</b> – These rubrics align with state assessments and are used in the classroom to build student familiarity of writing expectations and allow teachers to measure students writing skills.</li> <li>• <b>DRDP/K</b> – A developmental, observation-based assessment instrument providing teachers with a valid and reliable measurement tool in five key domains of school readiness.</li> </ul>				
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Teachers review students’ LEAP 2025 scores, DIBELS scores, academic classroom performance through weekly assessments and report card grades, and LEAP 360 scores to determine students’ participation in school and classroom interventions.</li> <li>• <b>Interventionist</b> - The interventionist assists with administering screening and progress monitoring assessments (DIBELS and BURST assessments.) In addition, the interventionist assists teachers with using data to determine appropriate interventions and instructional support, work with student intervention groups by providing instruction targeted to their identified needs, and gather data, compile information and prepare reports to share with school principal and instructional staff.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Ink/toner</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals Evaluation of Program Handout</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Helping Hands Program</b> - Program assistants will implement BURST Reading Intervention to students in K-2<sup>nd</sup> grade scoring strategic or below as measured by DIBELS for 30 minutes daily during the reading intervention time.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> BURST licenses Helping Hands tutors Achieve 3000 Certified tutors Interventionist</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals Evaluation of Program Handout</p>

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<ul style="list-style-type: none"> <li>• <b>Interventionist</b> – Works with student intervention groups by providing targeted instruction tailored to their identified needs.</li> <li>• <b>Certified Tutors</b> – Tutors provide reading comprehension instruction with Achieve 3000 4 days a week to students scoring Unsatisfactory on the 2017 LEAP 2025 assessment.</li> <li>• <b>Achieve 3000</b> - Achieve 3000 is a reading program designed to improve students vocabulary, reading comprehension and independent reading skills. Students’ Lexile reading levels are measured and the program differentiates nonfiction reading passages to their students’ individual reading abilities. Students are identified to receive this intervention based on low test scores on previous state assessments, low SLT scores, and teacher recommendations. The certified tutors provide intervention instruction through Achieve 3000 for 40 minutes each day/ 4 days per week.</li> <li>• <b>Reflex Math</b> – Builds students’ fact fluency in math with multiplication, division, addition and subtraction. Classroom teachers identify students in need of improving fact fluency and have students participate in the program in the classroom 3 to 4 times a week for 15 minutes at each session.</li> </ul> <p><b>Students with Disabilities Subgroup</b></p> <ul style="list-style-type: none"> <li>• <b>Corrective Reading (SRA) Tutoring</b> – The Helping Hands program assistants provide reading comprehension instruction to students reading 2 or more grade levels below their current grade level in place of receiving social studies instruction.</li> <li>• <b>Achieve 3000</b> - Achieve 3000 is a reading program designed to improve students vocabulary, reading comprehension and independent reading skills. Students’ Lexile reading levels are measured and the program differentiates nonfiction reading passages to their students’ individual reading abilities. Students with disabilities receive reading comprehension instruction to build reading comprehension</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Salary and Benefits            Reflex Math            Subscription            Study Island licenses            Fast ForWord licenses</p>	<p><b>Effectiveness Results:</b></p>
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<p>skills in place of social studies instruction. The special education teacher provides this intervention 5 days a week for 30 minutes.</p> <ul style="list-style-type: none"> <li>• <b>Fast ForWord</b> - a research-based computer program designed to improve reading and language development. Students are selected for participation through the speech-therapy program and/or the TAT or SAT process. The program is evaluated through progress monitoring data, and tracking data built into the program in grades 2-4. The Speech Therapists provide this intervention 5 days a week in 30 minutes sessions.</li> </ul>				
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Assistance Team</b> – Teachers meet as a grade level and discuss interventions and how to help students. Students displaying behavioral and/or academic concerns based on collected data are identified for the TAT process.</li> <li>• <b>Student Assistance Team</b> – Teachers, parents, Pupil Appraisal Team representative, Speech Therapists, and ODR meet weekly on Tuesdays from 9am to 11am to review at-risk, individual student’s academic and/or behavioral progress to determine further resources and interventions to meet student’s needs. Students showing little to no progress with TAT and current interventions, are then brought to SAT to determine further needs for assistance.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> jPAMS discipline data Attainment of Goals BURST Progress Monitoring jPAMS grades</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p>

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<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p>		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• <b>Inclusion</b> – Special Education teachers collaborate with regular education teachers to provide differentiated instruction for students with disabilities to ensure IEP compliance and ensure students receive instruction in the least restrictive environment.</li> <li>• <b>Gifted Teachers</b> – Gifted teachers provide differentiated instruction to students identified as exceptional learners in the gifted program.</li> <li>• <b>LEP Program</b> – LEP Tutor works with students identified as English as a Second Language.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• <b>After school Tutoring</b> – 3<sup>rd</sup>-6<sup>th</sup> grade students scoring Mid-Basic and above based on 2017 LEAP scores, will receive bi-weekly after school tutoring for 3 hours a week with a focus on ELA and math instruction. Students with disabilities will receive additional afterschool tutoring ELA and math in an instructional setting designed to meet their unique instructional needs.</li> <li>• <b>Extended School Year Program</b> – Provides instructional opportunities for students at risk for falling behind over the summer.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Instructional materials Manipulatives Teacher stipends</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals Evaluation Program Handout</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<ul style="list-style-type: none"> <li><b>Field Trips –</b>  <b>PreK – Pumpkin Patch</b> – Students learned about matching and sorting skills, number sense and other mathematical principles.  <b>Kindergarten – Culinary Kids/Koop Konnection</b> – Students learned about measurement and healthy food choices.  <b>1st Grade – Insta-gator</b> – Students learn about animal safety and Louisiana wildlife.  <b>2<sup>nd</sup> Grade – LPO Orchestra</b> – Students will learn about the arts and attributes of being an appropriate audience member.  <b>3<sup>rd</sup> Grade – Swamp Tour</b> - Students learn about animal safety and Louisiana wildlife.  <b>4<sup>th</sup> Grade – Insta-gator</b> - Students learn about animal safety and Louisiana wildlife.  <b>5<sup>th</sup> Grade – WWII Museum</b> – Students will gain background about the setting of <i>The Lion, the Witch, and the Wardrobe</i> and the history of WWII.  <b>Gifted 4<sup>th</sup> – 6<sup>th</sup> Grade - WWII Museum</b> – Students will gain background about the setting of <i>The Lion, the Witch, and the Wardrobe</i> and the history of WWII.  <b>6<sup>th</sup> Grade – Elf Jr.</b> - Students will learn about the arts and attributes of being an appropriate audience member.</li> </ul>				
<p><b><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></b></p>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school’s students experience, two <b>Mental Health Providers (MHP)</b> will work with students, one for <b>20</b> hours per week and the second MHP for <b>6</b> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4, 5</p>	<p><b>Budgets</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA</p>	<p><b>Items Needed:</b> Salary and Benefits</p>	<p><b>Effectiveness Measure:</b> Outcome Measures for MHPs Chart</p>

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<p>for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• <b>Be Inspired</b> – Students who are caught doing acts of kindness are recognized during their grade level's morning meeting.</li> <li>• <b>Morning Meetings</b> – Each grade level meets weekly with administrators to spotlight positive behaviors, discuss school-wide expectations, and class performances.</li> <li>• <b>Bear Hugs</b> – Students following class- and school-wide expectations earn Bear Hugs to spend on monthly incentives.</li> <li>• <b>Restorative Practices</b> (which includes Community Circles, Problem Solving Circles and Low-Level Problem Solving strategies) has been established at Mayfield to address and prevent problem behaviors.</li> <li>• <b>Guidance Counselor</b> – Serves as the 504 Coordinator, ESL and Homebound Contact, iLEAP/LEAP test coordinator in conjunction with the TRT, and the Safe/Drug-Free school contact. The Counselor also meets with students individually and in small groups for problem-solving, provides support for teachers to implement Community Circles.</li> <li>• <b>Blurt Beans</b> – This school-wide classroom incentive encourages classes to decrease classroom disruptions and earn classroom-wide incentives.</li> <li>• <b>Bear Hug Bash</b> – Twice a year students can save bear hugs and use them to attend the school-wide Bear Hug Bash in December and May.</li> </ul>	<p><b>Goal(s):</b> 5</p>	<p><b>Budgets used to support this activity:</b></p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Postage Postcards Bear Hugs Incentive Items</p>	<p><b>Effectiveness Measure:</b> jPAMS reports Percentage of Suspensions/Expulsions Evaluation of Program Handout Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<ul style="list-style-type: none"> <li>• <b>In School Suspensions</b> – Students involved in serious behavior incidents attend ISS at Carolyn Park Middle as determined by administration and parents.</li> <li>• <b>Star Student</b> – Students are recognized monthly for excellent grades and is sponsored by PTA.</li> <li>• <b>Terrific Kid</b> – The Kiwanis Club recognizes students monthly who exhibit good behavior and leadership.</li> <li>• <b>PBIS Post Cards</b> – Teachers write positive notes to students highlighting students’ achievements; postcards are mail to students’ homes.</li> <li>• <b>Check In/Check Out</b> – Students with behavior plans check in and check out daily with administrators to report behavior progress in the classroom.</li> <li>• <b>Chilling on the Green</b> – Students with no behavior infractions every two weeks earn an extra recess in 3<sup>rd</sup> through 6<sup>th</sup> grade.</li> <li>• <b>Second Steps</b> – Pre-K/Kindergarten students participate in this program to enhance and build social skills and teachers use strategies to prevent and address problem behaviors.</li> </ul>				
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**Strategies for Assisting Students in the Transition from One School to the Next:**

<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• <b>Welcome Nights</b> – Parents will attend this event before school starts to meet the teacher, receive information about the SIP evaluation from the previous school year, learn about classroom expectations, and receive a curriculum overview.</li> <li>• <b>Preparing Pre K parents for Kindergarten</b> – A kindergarten teacher from Mayfield goes to the Headstart that feeds into Mayfield to inform and prepare parents for kindergarten expectations. At registration, Headstart has a special day for preparing for parents for expectations for kindergarten at Mayfield.</li> <li>• <b>Transitioning to First Grade</b>– Parents of kindergarten students transitioning to first grade will learn about activities to use to help students retain skills in reading and math over the summer. Parents will also</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Ink/toner</p>	<p><b>Effectiveness Measure:</b> Completion of Activities Self-Reflection of Activities</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p>learn about community summer programs to keep students reading and expectations for entering first grade in August.</p> <ul style="list-style-type: none"> <li>• <b>Promotional Preview</b> – Teachers plan activities and take tours to meet teachers at the next grade level at the end of the school year. (i.e. first graders visit second grade, second grade visits third grade, third grade visits fourth grade, fourth grade visits fifth grade, and fifth grade visits sixth grade)</li> <li>• <b>Transitioning to 5<sup>th</sup>/6<sup>th</sup> Grade</b> - Parents of fourth and fifth grade students transitioning to 5th or 6th grade will learn about activities to use to help students retain skills in reading and math over the summer. Parents will also learn about community summer programs to keep students reading and expectations for entering fifth or sixth grade in August.</li> <li>• <b>6<sup>th</sup> Grades transitioning to 7<sup>th</sup> Grade</b> – Representatives from Slidell Jr. High come to Mayfield to inform students of the expectations and what to expect at the junior high level.</li> </ul>				
<p><b><i>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:</i></b></p>				
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• PLCs occur monthly for 90 minute sessions</li> <li>• <b>Facilitators for PLCs is as follows:</b> <ul style="list-style-type: none"> <li>○ Pre K – Principal</li> <li>○ K-3<sup>rd</sup> – Instructional Coach with support from Interventionist</li> <li>○ 4<sup>th</sup>-6<sup>th</sup> – Instructional Coach</li> </ul> </li> <li>• <b>Focus Areas</b> <ul style="list-style-type: none"> <li>○ Pre K – all content areas</li> <li>○ K-2<sup>nd</sup> – analysis of BURST data and math strategies</li> <li>○ 3<sup>rd</sup>-6<sup>th</sup> – ELA: Written Expression</li> <li>○ 3<sup>rd</sup>/4<sup>th</sup> – Math: Expressing Mathematical Reasoning</li> <li>○ 5<sup>th</sup>/6<sup>th</sup> – Math: Major Content and Type I questions</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Ink/Toner Salary and Benefits</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• An additional focus of PLCs will involve analyzing the standards and incorporating strategies to reach students with disabilities.</li> <li>• At times, district representatives will present information related to current curriculum resources to assist teachers in implementing resources in the classroom.</li> </ul>				
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Book Study (<i>Mechanically Inclined</i>)</b> – The strategies presented within this book support and supplement strategies used when implementing Guidebooks 2.0. Teachers will participate in an online discussion forum and independent book study discussing and reflecting effective strategies presented in book and its application in the classroom.</li> <li>• <b>Workshops/Conferences</b> –             <ul style="list-style-type: none"> <li>○ <b>Teacher Leader</b> – Attends state conferences and meetings and relays information to faculty</li> <li>○ <b>Guidebooks 2.0</b> – Teachers implementing guidebooks meet weekly to review and plan for upcoming lessons, reflect and determine assessments, and develop differentiation to meet students’ learning needs.</li> <li>○ <b>District-Provided Professional Developments</b> – Teachers/school representatives attend a plethora of professional developments and use/relay information to teachers.</li> <li>○ <b>School-Level Professional Development</b></li> </ul> </li> <li>• <b>PBIS</b> – Effective strategies and analysis of behavior data is reviewed monthly at committee meetings and during faculty meetings.</li> <li>• <b>Support from Curriculum Specialists</b></li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4,</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> <i>Mechanically Inclined</i> PD Stipends (outside of school hours)</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.</li> <li>• Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>• Placement of Student Teachers from local universities</li> <li>• The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4,5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p align="center"><b><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></b></p>				
<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>



#### 4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

**Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- SIP Committee meets monthly to review Title I budget, data analysis review of current Title I programs is conducted to determine effectiveness of programs, and upcoming events to support attainment of goals. Committee members also discuss instructional needs/materials and programming plans based on student learning needs.

**Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:**

- January 2018 Monitoring Meeting – Results of meeting is shared with SIP Committee to further evaluate and adjust SIP as needed.

**Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:**

- Special Education Department meets monthly with administrators to analyze students with disabilities’ needs and concerns.
- Instructional Coach meets with administration bi-monthly to review notes and data analysis from PLC meetings.
- PLC meeting data is used by teachers to develop effective instructional strategies differentiated to individual learners’ specific needs.
- Meeting results contribute to the development of Professional Developments at the school level.

**Describe how results of this assessment are reported to the school’s stakeholders:**

- SIP Evaluation results are reported to the school’s stakeholders in multiple formats and at multiple meetings:
  - May 2018 Faculty Meeting – Draft of Evaluation presented to faculty and staff
  - May 2018 PTA Meeting – Draft/Final Evaluation presented to all participants
  - August 2018 Welcome Events – Final Evaluation presented to parents at Back-to-School events, along with an overview of Title I programs for the 18-19 school year