

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
Kindergarten has the lowest % of At Risk for Dibels on Spring assessments from 2013-2015 with an average of 65% of students reaching benchmark.	1	DIBELS Assessment, 2013-2015
2014-15 3rd Grade / 4th Grade this year is the grade level with potential strength: 96.8 in ELA, 104 in math, 89.1 in science, and 83.2 in Social Studies on CRT assessments.	2	PARCC, i-LEAP index scores, 2014-2015
ELA is our subject area of strength showing 79.9% based on CRT Proficiency for 2014-2015.	3	PARCC, 2014-2015
Hispanic for both ELA & MATH potential subgroup subject area strength with 94.1% in ELA and 72.2% in Math for 2014-2015	4	PARCC 2014-2015
Social Studies scored increased steadily from 69.8% to 74.2% between 2013-2015.	5	i-LEAP, LEAP 2013-2015

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
33% of 1st grade students scored At-Risk or Intensive over the last three years. This was the highest percentage using DIBELS.	1	DIBELS-2012-2015
2014-15 5th Grade / 6th Grade this year is the grade level with potential weakness. ELA scores decreased 5.4% from 2013-2014 to 2014-2015. Math scores decreased 10.2% from 2013-2014 to 2014-2015.	2	PARCC/iLEAP 2013-2015
Social Studies scores are lower than scores in other tested areas on standardized tests.	3	LEAP/iLEAP 2013-2015
Students w/ Disabilities all grades (3,4,5,6) both ELA & MATH shows a weakness. There was a 9.8% decrease in ELA and a 10.8 decrease in math.	4	PARCC/LEAP/iLEAP 2013-2015
Parental involvement has still not been at the desired level between 2013-2015. Only 23% of our school's population participated in the largest event, Meet and Greet.	5	Event Sign In Sheets
Referrals written for fighting has increased 8% from the 2013-2014 to the 2014-2015 school year.	6	JPAMs behavior data reports, referrals 2013-2015

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May, 2016, 51% of 1 st grade students will score at the Benchmark level on the DIBELS Spring Assessment.
2 By May, 2016, students in 3 rd through 5 th grades will improve in their social studies CRT index scores by 10% from 3 rd grade 83.2 to 91.5 , 4 th grade 62.7 to 68.9 , & 5 th grade 69.2 to 76.1.
3 By May, 2016, students with disabilities will improve their percent proficient score by 10% on the state assessment from 43.5 to 47.9 in ELA and 40.3 to 44.3 in math.
4 By May, 2016, the whole school CRT index will improve in science by 10% from 77.6 to 85.3.
5 By May 2016, students will improve their percent proficient score by 10% on the state assessment from 79.9 to 87.6 in ELA.
6 By May 2016, students will improve their percent proficient score by 10% on the state assessment from 71.3 to 78.4 in Math
7 By May, 2016, there will be a 10% increase in parental participation at school events. From 23% to 33%
8 By May, 2016, there will be a 10% decrease in referrals for fighting from 2014-2015 data.

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 100%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><u>PLC-</u> The principal leads PLC. Substitutes are provided for teachers grades Kindergarten through 6th to attend weekly. Occasionally, District Personnel will attend our PLC to provide information and guidance. PLC PD is improving student performance in all subjects, particularly math as well as analyzing and improving assessments for math For younger grades, DIBELs assessments are analyzed.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Literacy Teacher’s salary and benefits; Substitute salary and benefits</p>
<p><i>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities</i></p> <p>Tracy Pendry is our instructional coach *Provide support in curriculum and instruction in K-6 content areas. *Work as a team to develop PD for schools, e.g., presentations, trainings, performance tests, model lessons, follow up support, etc. *Provide support to teacher leaders *Support schools in analyzing data to inform instruction *Develop knowledge and skills through reading and researching current educational topics and research-based practices *Work with schools to strengthen their knowledge and application of curriculum and instruction topics, CCSS, Guaranteed Curriculum, assessments, lesson design and planning, classroom management, development and purpose of higher order thinking questions *Provide instruction modeling for teachers *Model lessons, providing necessary follow-up and one-on-one assistance required to implement and sustain effective instructional strategies grounded in research-based strategies *Mentor teachers *Support teachers in integrating technology use across the curriculum to support effective instruction</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity: Salary and Benefits for this teacher.</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

Professional Development Outside of PLC <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development •Attend Louisiana Math Conference 	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Item(s) to be purchased to support this activity: <p>Teacher stipend pay and benefits</p>
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

- Mayfield Elementary School attracts highly qualified teachers by providing a team approach to the interview process at job fair. A team of teachers share in the interviewing of candidates. A pre-established list of questions is utilized during the interview. The team then collaborates to rank potential candidates. The principal also invites potential candidates to have a second interview with her on the school site to help spotlight all of the assets that this school has to offer.

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.		
<ul style="list-style-type: none"> ◆<i>Describe how parents will be involved in the</i> <ul style="list-style-type: none"> ○design, ○implementation, and ○evaluation of the ENTIRE TITLE I schoolwide program. ◆Parents are involved in the design and implementation of the school wide program through parent representation of the Parental Involvement Committee. That committee develops the Parental Involvement Plan for our school and ensures its implementation. We also have a parent representative on our Title I Committee assist with the decision making process for the budget and the school improvement plan. These parent Title I members also report out to the PTA and other stakeholders during monthly PTA meetings. 	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Item(s) to be purchased to support this activity: <p>TEACHER WEB Student Agendas Postage</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>Parents complete the Parental Involvement spring survey each year as a part of the evaluation of the program. Parents are also invited to comment on the school's website. Parents complete Tickets-out-the-Door and/or short surveys after each parental involvement activity. In the spring, parents are asked to evaluate the Title I program here at Mayfield by completing an evaluation form on paper or on the computer through the use of an online survey.</p>		
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> ○ <i>Parent Involvement Policy/compact;</i> March 2016 ○ <i>PI Plan , March 2016 review and revision,</i> at PI committee meetings where events are discussed throughout the year. <p><i>School Improvement Plan.</i> November/December 2015</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <p>◆ Parents receive timely information about the Title I program through our website and in person at meetings. The presentation of the video to inform parents about the Title I program is presented over the broadcast system during our Open House at the beginning of the year. Mayfield's website also has a Parent Link which includes the video and information about the Title I Program that is there throughout the school year for new parents.</p> <p>We promote parental involvement through communicating to parents through the school webpage and the Mayfield's Bear Paw Envelope which goes home weekly. This communication includes current information, important dates and reminders about surveys for feedback.</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p>

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Pre-K- 6th Grades
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SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>◆ Curriculum Assessments-Mayfield holds Meet and Greet Night, Open House and Title I Parent Nights to keep parents informed about the curriculum, assessments and proficiency levels their children need to meet. Information also goes home in the weekly “take home” envelope and is housed on the parent link of our school website.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Bear Paw Folder TEACHERWEB</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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Arlana LeBlanc
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ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>◆ Parents are <u>called and/or written inviting</u> them to attend to all educational, decision-making conferences. Meetings are scheduled around parent availability. If parents are unable to attend, phone conferences are conducted.</p> <p>◆ Decision-making opportunities for parents include:</p> <ul style="list-style-type: none"> *SAT meetings *IEP meetings *Parent Conferences *Survey about specific decisions (as needed) *Comments about plans posted on school website 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe specific training activities (at least all 6 from Title I Application PI Plan)</i></p> <p>◆ Training opportunities for parents will include:</p> <ul style="list-style-type: none"> *Math Connections Family Night-March madness Parents will learn about our math curriculum and will learn ways to support their children in math *Literacy Night-Parents will learn ways to use games and other activities to improve literacy for their children *Testing Tips Family Night-Parents of students in grades 3rd through 6th attend sessions with teacher about what types of questions will be included on standardized tests, how to best prepare their children and Q and As. *Tech and Treat Family Night-Parents attend sessions in classrooms demonstrating the different technology applications and programs being used in lessons and classrooms; each session earns a ticket for students to play games and win treats. *Art and Literacy Extravaganza-Parents attend sessions about how art is incorporated into the curriculum and learn about famous artists and authors; students work with parents to create works of art in the style of particular artists; artwork and writing samples are displayed throughout the school. *Meet and Greet-Parents attend sessions in their child's classroom with the teacher to learn 	<p>10. BUDGETS used to support this activity:</p> <p>___ <u>x</u> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials and supplies for meetings and events for activities during Parent Nights (card stock, art supplies, paper, pencils, crayons) Post cards</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>about expectations for the year, information about the curriculum and other important information about the upcoming school year.</p> <p>*Coffee, Cookies and Conversations Parents of SPED students are encouraged to assist students with homework using resources available through the school (4 times per year)</p> <p>*Parent Social Parents teachers, and administrators gather to promote PI involvement at school 2 times each year. Parents are invited and a question/answer session about math and literacy programs is held.</p> <p>*Spring Fling – Parents will be provided with games, activities and information to promote literacy at home.</p>		
<p>◆ <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky’s folders, communication binders, agendas, etc.</i></p> <p>Communication strategies include TEACHERWEB, agendas, Bear Paw Take Home Folder, school web site</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>TEACHERWEB agendas</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming f our Pre-K program attend Pre-K orientation. The Assistant Principal attends meetings at the Headstart Program to answer questions that prospective parents may have. Incoming students for kindergarten attend one-on-one meetings with their teacher before the beginning of school, to meet the teacher and for screening. Mayfield holds Meet and Greet opportunities prior to the start of school for all students to meet their teachers and receive information specific to their new grade and class. Each grade level prepares a “What I Need to Know for Grade...” which is posted on Teacher Web and can be accessed at any time. Summer workbooks will be provided to help prepare students for the upcoming grade.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Summer workbook postage</p>
<p>Outgoing students who will be moving on to Junior High will attend events with presenters from Slidell Junior High School (our feeder school) on Mayfield’s campus towards the end of the 3rd Quarter. Each grade level prepares a “What I Need to Know for Grade...” which is posted on Teacher Web and can be accessed at any time. Summer workbooks and suggested summer reading program will be provided to help prepare students for the upcoming grade.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to PM these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Mayfield's students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Kerri Soo) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Kerri Soo will also monitor student</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: MHP Salary and Benefits</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student’s situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>		
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Mayfield participates in PBS at the school, classroom and individual student level. The PBS committee meets monthly to review data, plan activities, etc. The vision statement we have created for PBS at Mayfield is: PBS will develop and sustain the character traits of our students, to encourage them to build relationships and have a sense of belonging within our school and community, so that they can become successful, responsible, caring, and involved citizens. Our PBS school-wide incentive is our “Bear Hug” reward program. Students receive Bear Hugs (small certificates) for following school-wide expectations. Each month on Bear Hug Reward Day, students redeem their hugs for privileges which they have voted on. Post cards are sent to students throughout the year by their teachers to recognize accomplishments and strengths in the classroom. Lesson plans have been developed to support teachers in instructing students on the rules and expectations in the classroom, hallways, playground, etc. Each classroom participates in Community Circles or Morning Meeting to develop a sense of community within the classroom. Restorative Practices (which includes Community Circles, Problem Solving Circles and Low-Level Problem Solving strategies) has been established at Mayfield.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Postage Prizes Post Cards</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>Instructional Program Enhancements</u> <i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p>•Nicole Favre, a Pre-K teacher and her paraprofessional, Wendi Bowman, are used to enhance the academic potential of Pre-K students who have been identified as economically disadvantaged and/or at risk for academics.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and benefits for teacher, para and subs</p>
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> <i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i></p> <p>Rose Kuhnell, Maureen Moser,</p> <p>Mayfield employs two certified tutors to work with 4th and 5th grade students who are at risk for a poor performance on PARCC.</p> <p>1-Students are identified to participate by teacher recommendation based on poor classroom performance and previous low scores on PARCC or i-LEAP. 2-Students are progress monitored weekly on WPM and Comprehension. Results are graphed and shared with teachers and administration. 3-The tutoring program is evaluated using data obtained through progress monitoring, student grades and standardized testing results.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials to support the Earobics program</p> <p>Test preparation materials</p> <p>Stipend for teachers (Time Sheet/hourly pay)</p> <p>Salary and benefits for tutors.</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>After school tutoring:</p> <p>Classroom teachers in grades 3rd through 6th serve as after-school tutors for students who scored basic or above on standardized testing to enhance potential for achieving mastery or advanced. The program begins in January and continues until testing. Students are identified by teacher recommendation, grades and/or past performance on previous standardized tests. The program is evaluated by performance on SLT from mid-year to end of year.</p>		
<p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></p> <p><i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i></p> <p>Joy Nesbitt, Crystal Rico, Tiffany Killian, Danah Beasley, Cristin Naquin Four Helping Hands tutors are provided for grades K-3. 1-Students are identified for the tutoring program by Intensive Dibels scores and teacher recommendation. 2- Teachers progress monitor students in the program weekly using Dibels Progress Monitoring Probes. 3-The tutoring program is evaluated through an ongoing process where teachers meet monthly and share progress monitoring results. We also compare BOY, MOY and EOY benchmark scores to see what growth was obtained. We want to see a 10% increase in the number of students that reach core in the following subtest per grade level scores: ◆ K- PSF 51 to 58 students ◆ 1- NWF 74 to 85 students ◆ 2- DORF 91 to 103 students ◆ 3- DORF 87 to 98 students</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials to support the program</p> <p>Stipend pay and benefits for five helping hands</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>Technology Resources and Personnel (include names):</u></p> <p><u>General Technology</u> to increase engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p> <p>Stipends for teachers for technology setup before school begins.</p>
<p><u>Technology Interventions/Progress Monitoring Earobics-</u> a research-based multi-media program which is designed to improve skills associated with the 5 components of reading through student interactions with computer “games” and direct instruction. Students are selected based on DIBELS scores (intensive or strategic.) Students are progress monitored weekly by the classroom teacher using DIBELS Progress monitoring probes. Once students have reached the Benchmark Level on their DIBELS testing, they are exited out of the program.</p> <p>STAR testing – STAR tests are used in conjunction with the AR program to assess the reading level of students. All students starting in mid-first grade are tested with STAR each 9-week period. These results are used to inform teachers of a student’s growth in reading level and to determine the students’ AR level.</p> <p>AR (Accelerated Reader) - All students in first through sixth grade participate in the AR program. This program is designed as a reading incentive program, promoting reading and the development of improved reading skills.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Study Island, STAR/AR, Starfall, Reflex Math, Gizmos, Fast Forward</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>Gizmos – Gizmos is a research-based computer program which has a cadre of math and science lessons which can be used for whole class instruction, individual student instruction or as an intervention. Students may be selected for the program based on a single skill deficit or through the TAT or SAT process. Students using the program as an intervention are progressed monitored weekly using a skills-based PM tool. The program is evaluated through usage reports and through the PM data collected.</p> <p>Fast Forward- 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. Students are progress monitored using several tools including Dibels progress monitoring probes and language assessments. The program is evaluated through progress monitoring data, and tracking data built into the program.</p> <p>Study Island- Study Island is an online standards mastery and test preparation program built from state standards. The dynamic self-paced program allows teachers to customize instruction to students’ needs while allowing students to study in standard test format, interactive game mode or using interactive response systems.</p> <p>Starfall-On the Starfall website and in Starfall classrooms, children have fun while learning in an environment of collaboration, wonderment, and play. We teach through positive reinforcement to ensure children become confident, intrinsically motivated, and successful.</p> <p>Reflex Math-helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.</p>		
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Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>Special Education Subgroup Data</u> Mayfield's SWD subgroup has declined across subjects and grade levels last year. The SWD scores are significantly lower than any other subgroup. The Achievement Gap for SWD in ELA is 40.5 and in Math is 37.0.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Special Education Program Design</u> In order to be sure all of our SWD's needs are met, our special education program design includes the full range of services based on individual student needs. Some students participate in full inclusion, some in part inclusion and part pull-out resource. Other students participate in pull-out resource only and some students are self-contained in a moderate classroom.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Reflex Math ReadWriteGold</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) <i>Title I or Title II (include names)</i> <i>State grade and how data supports this decision</i> Aimee Herrera Title I Teacher is used in a CSR capacity in 5th grade based on traditionally low scores in that grade level. The student ratio with this teacher is 25:1. The student ratio without this teacher would be 30:1.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Teacher and substitute salary with benefits</p>
<p><u>Curriculum Enhancements</u> •Classroom Supplies for science, social studies, math, and ELA will enhance the learning experience for students and will improve skill development.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity: Classroom supplies Resource booklets that support the rigor. Science consumables (ie. materials for experiments)</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

	___ Other
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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. •Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents. 	<p>10. BUDGETS used to support this activity:</p> <p style="margin-left: 20px;"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals •Services of the LEP para and LEP tutor

<u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u>		
<p>The Title I Committee meets and discusses all of the following: <u>For each section below , be sure to include:</u></p> <ul style="list-style-type: none"> ◆ what data will be collected, ◆ who is responsible for collecting the data, ◆ when will it be collected, ◆ how will it be manipulated and ◆ who will write the final report. 	<p>10. BUDGETS used to support this activity:</p> <p style="margin-left: 20px;"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Overall</u>-The school's performance on standardized test scores/ DIBELs scores</p>		<p>Substitutes salary for School improvement committee to work on final plan</p>

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>Tutoring programs-</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <p>Afterschool</p> <ul style="list-style-type: none"> • Data is collected through ELA and math SLTs to determine at-risk students. • Afterschool tutors are responsible for collecting data. • Data is collected throughout the 6 week tutoring program. • To manipulate the data, mid-year SLT results will be compared to end of year SLT results. • Shelly Bogran, THT, is responsible for collecting the final reports from the afterschool tutors. <p>Mayfield employs two certified tutors to work with 4th and 5th grade students who are at risk for a poor performance on PARCC.</p> <p>Data to be collected ELA SLTs are used to determine at-risk students to be eligible for tutoring for tutoring in the upper grades</p> <p>Responsible person The tutors are responsible for collecting data using cold reads for upper grades.</p> <p>Timeline for collection, Data is collected weekly by the tutor and the classroom.</p> <p>Process for calculation Each student that made an improvement from the beginning of the year to the end of the year was placed in the yes column and those that did not make it were placed in the no column. Then the total number of students that made it was added up and divided by the total number of students that participated. Final reports are compiled by Shelly Bogran, TRT.</p>		
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Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>Helping Hands Program</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> • ELA SLTs are used to determine at-risk students to be eligible for tutoring <i>for tutoring in the upper grades. DIBELS scores are used in the lower grades.</i> • The tutors are responsible for collecting data using cold reads for upper grades and Earobics for lower grades. • Data is collected weekly by the tutor and the classroom. • Each student that made an improvement from the beginning of the year to the end of the year was placed in the yes column and those that did not make it were placed in the no column. Then the total number of students that made it was added up and divided by the total number of students that participated. • Final reports are compiled by Shelly Bogran, TRT. 		
<p><u>Parental Involvement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> • Sign in Sheets from Title I Events are used for data. • Shelly Bogran, TRT, is responsible for collecting the data. • Data is collected at various events throughout the year. • The percent of parental involvement is calculated after each event. We set a goal of 10% increase of parental participation • Final reports are compiled by the SIP committee. 		

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •The major infraction forms are entered as major behaviors occur into JPAMS. •Stacey Whittemore, the MHP, is responsible for collecting the data. •Behavior reports will be collected throughout the year and evaluated after each semester. •The data collected in JPAMS for each of the students that are serviced by the MHP was analyzed and the number of fighting incidents with peers was added up to be used in calculating the percentage decrease in those behaviors from semester to semester. •Point sheets will be used as a monitoring tool. •Stacey Whittemore will analyze the data to create the final report. 		
<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> • Standardized Testing and Dibels results used to determined PD sessions. •Administration, Shelly Bogran, and SIP committee are responsible for collecting data. • Data is collected from Dibels at the beginning, middle, and end of the year. SLTs for non-dibel grades that are focusing on math are collected at the beginning and end of the year. •Administration, Shelly Bogran, and SIP committee are responsible for compiling final reports. 		

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>? <i>What are the schools going to do, when and by whom?</i></p> <p>The SIP committee will report the final results to the faculty at the August faculty meeting using a PowerPoint.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>? <i>What are the schools going to do, when and by whom?</i></p> <p>Results of the assessments are reported at the Title I Family Night in September by administration.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>