

**2018-2019  
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).*

3/15/2019

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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.*

STRENGTHS	WEAKNESSES
On the 2017-2018 DIBELS assessment, 3rd grade had the lowest percentage (33%) of At- Risk students. 2nd grade had the highest percentage (73%) of Benchmark or above.	On the 2017- 2018 DIBELS assessment, Kindergarten has the highest percentage (45%) of At-Risk students and Kindergarten has the lowest percentage (55%) of students scoring at the Benchmark level.
Over the past three years, our school Assessment Index Score has stayed consistent. (69.8 points in 2016, 67.1 points in 2017, 68.4 points in 2018).	Our Assessment Index was the lowest school index at 67.1 points in 2017.
From Spring 2016 to spring 2018, the percent of students scoring intensive on DIBELS assessment decreased across all grade levels. In 2017-2018, our Student Growth to Mastery Index (85.2 points) was higher than the Assessment Index (68.4 points). Our 6th grade Math Assessment Index has increased over the last three years (57.3 points to 78.1 points). The school-wide suspension rate has decreased over the last year (4.8%).	In the 2017-18 school year, students scoring above Benchmark on DIBELS (Grades K-3) in the fall have dropped to Benchmark or below for the spring assessment (K 15%, 1st 7%, 2nd 19%, 3rd 17%) Our school Assessment Index has remained consistent over the last three years, indicating a lack of growth. In addition, 4th grade Math and ELA indexes have declined over the last three years on the LEAP 2025 Assessment.
On the LEAP 2025 Assessment, our 3rd grade students have shown steady improvement in ELA writing performance subcategory (Written Expression 2017 29%, 2018 71% proficient); and Math category of Additional and Supporting Content (2017 40%, 2018 58% proficient).	Our 5th grade students exhibit a weakness in Math Major Content in the subcategory of Interpreting Fractions , Place Value and Scaling (2018 10% proficient).
In the 2015- 2016 the subject area with the highest Assessment Index Score was Math (3rd 98.1 points, 4th grade 89 points, 5th grade 52.9 points, 6th grade 43.8 points). In 2016-2017, the subject area with the highest index score was ELA (3rd at 74.4 points, 4th at 79.4 points, 5th grade at 81.3 points, and 6th grade at 69.3 points). In 2017-2018, the subject with the highest Assessment Index Score was ELA (3rd at 81.5 points, 4th at 77.5 points, 5th at 78.8 points, 6th 72.7 points).	The subject area with the lowest Index Score over the last three years has been Social Studies (2015-2016 3rd at 68.8 points, 4th at 51.9 points, 5th at 66.2 points, and 6th at 57.2 points; 2016-2017 3rd at 42.7 points, 4th at 46.7 points, 5th at 43.9 points, and 6th at 50.6 points; 2017-2018 3rd at 72 points, 4th at 64.9 points, 5th at 57.5 points, and 6th at 72.1 points).
The Hispanic subgroup has been consistently high over the last three years in ELA and Math with an average Assessment Score of 89.5 points. (2015-2018)	The Students with Disabilities subgroup has been consistently low over the last three years in ELA and Math (2015-2018) with an average Assessment Index Score of 37 points. This subgroup continues to improve, but it remains the lowest of all the subgroups.

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<p>From 2016 to 2018, the subgroup with the most substantial increase in Assessment Index Scores was 6th grade, the Economically Disadvantaged subgroup in Math. Their Assessment Index Score increased from 33.0 to 72.1 points from 2016 to 2018.</p>	<p>From 2016 to 2018, the subgroup with the most substantial decrease was 4th grade Hispanic subgroup in ELA. Their Assessment Index Score decreased from 114.3 to 50.0 points from 2016 to 2018.</p>
<p>From 2016-2018, the Achievement Gap in ELA decreased for the following subgroups by: Blacks by 8.3 points, Whites by 3 points, Economically Disadvantaged by 5.2 points, and Students with Disabilities by 15.9 index points. From 2016-2018, the Achievement Gap in Math decreased in the Students with Disabilities subgroup by 23.8 index points.</p>	<p>From 2016-2018, the Two or More Races subgroup Achievement Gap has increased by 20.1 points in Math.</p>
<p>The area of strength was our Black subgroup which increased in both the ELA Assessment Index Score (2016 at 68.3 points, 2017 at 70.8 points, and 2018 at 74.1 points) and the Math Assessment Index Score (2016 at 57.8 points, 2017 at 65.4 points, and 2018 at 67.1 points).</p>	<p>The area of weakness was the Two or More Races subgroup. They decreased each year in their Math Assessment Index Score (2016 at 102.5 points, 2017 at 66.4 points, and 2018 at 65.9 points).</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 Category/Subcategory 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> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. From Spring 2018 to 2019, the percentage of students achieving Mastery or Above on the Math LEAP 2025 in the category Major Content for each cohort of students will increase by 5% as follows:</p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> – 47% to 52%</li> <li>5<sup>th</sup> – 41% to 46%</li> <li>6<sup>th</sup> – 16% to 21%</li> </ul>	
<p>2. From Spring 2018 to 2019, the percentage of students achieving Mastery or Above on the Math LEAP 2025 in the category Expressing Mathematical Reasoning will increase by 5% as follows:</p> <ul style="list-style-type: none"> <li>4<sup>th</sup> – 35% to 40%</li> </ul>	
<p>3. From Spring 2018 to 2019, k-3 students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 5% as follows:</p> <ul style="list-style-type: none"> <li>K – 55% to 60%</li> <li>1<sup>st</sup> – 58% to 63%</li> <li>2<sup>nd</sup> – 73% to 78%</li> <li>3<sup>rd</sup> – 67% to 72%</li> </ul>	

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4. From Spring 2018 to 2019, the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index on LEAP 2025 by 5 points as follows:  
 ELA – 45 points to 50 points  
 Math – 42 points to 47 points

**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
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• At the August 2018 Meet and Greet events, an overview of the 17-18 SIP evaluation is presented to parents, and at this meeting, parents will be invited to attend our SIP review meeting which will be held in September 2018. The final draft of the 2018-2019 SIP will be presented in September 2018 and again at the September 2018 PTA meeting, as well. In addition, the final draft of the SIP will be posted on Mayfield’s school website, where stakeholders will be able to view and provide feedback to the 18-19 SIP.</li> <li>• August 2018 – Review 17-18 SIP Evaluation with all stakeholders and discuss improvements for 18-19 school year.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <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>	<p><b>Items Needed:</b> Paper Labels Ink Toner</p>	<p><b>Effectiveness Measure:</b> Parent Exit Ticket Sign In Sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• December 2018 - 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 2018-May2019 - 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>• September 20, 2018 – SIP Committee meeting to review Data Analysis and determine goals</li> <li>• October 22, 2018 – SIP Writing at the Ed. Center</li> <li>• November 8, 2018 - PTA Meeting – SIP goals and plan is shared with parents.</li> <li>• November 9, 2018 – Parent Family Engagement/SIP Committee meeting to review 2018-2019 SIP with all stakeholders</li> <li>• March 2018 – Spring Parent Survey distributed to all parents and posted on school website</li> <li>• April 2019 – SIP Evaluation Meeting at the Ed Center</li> <li>• April 2019 – Parental Involvement Committee reviews Spring Parent Survey Results at monthly meeting.</li> <li>• May 2, 2019 – 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 2019 - 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>				
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<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>At the August 2018 Meet and Greet events, an overview of the 17-18 SIP evaluation will be presented to parents. Parents will also be encouraged to view the 17-18 SIP and evaluation on the school website and offer feedback. In April of 2019, parents will have the opportunity to provide feedback on Parent/Family Engagement events from the 2018-2019 school year using the Spring Survey.</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> <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 2019 – Spring Parent Survey distributed to all parents and posted on school website</li> <li>April 2019 – Reviews School-Parent Compact and PFE policy. Drafts are posted on school website and surveys sent home for parent feedback and input.</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 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> <p>Paper Ink toner Translation services</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>○ April/May 2019 - Draft is also presented at PTA meeting for input and feedback.</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 strategies and activities in 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> <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> </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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>NNPS Membership Bear Paw Envelopes Paper Stamps jPAMS paper ink toner cardstock labels translation services</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <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>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</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> Ink Toner</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>



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*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. Include the month that the activity will take place if applicable.*

*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.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>• <b>Meet and Greet (August 2018):</b> Parents of students in grades Pre-K – 2nd will be informed about the policies and procedures here at Mayfield, will be informed about their child's curriculum, and will be informed about the best ways to communicate with their child's teacher, specific classroom policies and other topics which will increase the likelihood of their child's success in school.</li> <li>• <b>Meet and Greet (August 2018):</b> Parents of students in grades 3rd- 6th will be informed about the policies and procedures here at Mayfield, will be informed about their child's curriculum, and will be informed about the best ways to communicate with their child's teacher, specific classroom policies and other topics which will increase the likelihood of their child's success in school.</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> Teacher Stipends Postcard Invites</p>	<p><b>Effectiveness Measure:</b> Exit Tickets Parent Survey Sign in Sheet</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Math Mania (Spring 2019):</b> First and second grade parents will learn important math strategies to help their child succeed. We will spotlight on addition skills through the use of classroom manipulatives. Parents will also be educated on ways to implement these strategies at home.</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> <b>Materials for stations</b> Cardstock Glue Colored Paper Scissors Ink Copy Paper</p>	<p><b>Effectiveness Measure:</b> Parent Survey Exit Ticket Parent Sign in Sheet</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>• <b>Coffee, Conversation and Cookies</b> (September 2018): Parents of 3rd-6th grade special education students will be invited to an informative morning meeting. They will be informed of resources and math strategies to help their child succeed.</li> <li>• <b>Coffee, Conversation and Cookies Follow-up</b> (February 2019): Parents of 3rd-6th grade special education students will be invited to an informative morning meeting. They will review the information and resources received in September, and also be informed of new resources and math strategies to help their child continue to succeed.</li> </ul>	<p><b>Goal(s):</b> 1,2,4</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> Copy Paper Ink</p>	<p><b>Effectiveness Measure:</b> Exit Tickets Sign in Sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Workshop</b> (September 2018): Pre-K and kindergarten parents will learn about ways to help their child with writing across the curriculum. We will spotlight for parents of lower elementary ways to develop thinking and planning skills for communicating ideas and the fine motor skills involved in the writing process for the early developmental years.</li> </ul>	<p><b>Goal(s):</b> 3</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> Paper Ink Toner</p>	<p><b>Effectiveness Measure:</b> Sign in Sheets Exit Ticket Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>• <b>Spook-tacular Writing</b> (October 2018): 3rd-4th grade parents will participate in a variety of writing stations with their child including ELA, math, science and social studies subject areas. The focus will be answering questions using the RACE strategy in an escape room themed setting.</li> </ul>	<p><b>Goal(s):</b> 1,2</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	<p><b>Items Needed:</b> Colored Paper Ink Toner Card Stock</p>	<p><b>Effectiveness Measure:</b> Exit Ticket Parent Survey Sign in Sheet</p>

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		<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		<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 6:</b></p> <ul style="list-style-type: none"> <li>• <b>Family Game Night</b> (November 2018): 5th -6th grade parents will learn how to support their child’s learning development through the use of game boards. The focus areas of this event are literacy and math skills. The theme of this event is Candy land. The students and their parents will visit a variety of learning stations and participate in the games.</li> <li>• <b>Sweet Summertime</b> (May 2019): All parents and students of Mayfield Elementary will be invited to our end of the year cross curriculum summer bash. We will have volunteers from local businesses here to inform parents and students about the summer programs they offer. We plan to have the local library here to discuss the reading programs available, as well as a local gym representative to discuss ways to stay active over the summer.</li> </ul>	<b>Goal(s):</b> 1,2,3,4	<b>Budgets</b> used to support this activity: <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	<b>Items Needed:</b> Paper Ink Toner Card Stock Construction Paper	<p><b>Effectiveness Measure:</b>          Exit Ticket          Parent Survey          Sign in Sheet</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.)*

**Core Instruction**

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-K Teacher/Pre-K Paraprofessional</b> – Used to enhance the academic potential of Pre-K students who have been identified as economically disadvantaged and/or at risk for academics.</li> <li>• <b>Helping Hand Classroom Push-In</b> – 1 Helping Hand program assistant pushes into K-3rd classrooms to assist struggling readers during reading instruction.</li> <li>• <b>Mystery Science</b> – Online K-5<sup>th</sup> grade science program, which supplements the science curriculum. These K-5 Science resources will allow teachers to lead collaborative, investigative techniques to build science knowledge with a foundation in science and engineering methods.</li> <li>• <b>IXL Math</b> – 3<sup>rd</sup>-6<sup>th</sup> grade students will receive instruction in an online format to build fluency in math. Teachers will use the data collected to assess learning, monitor progress, and determine classroom instructional needs. 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students will use this program for 30 minutes daily as part of their math core instruction. K-3<sup>rd</sup> grade students</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></p> <ul style="list-style-type: none"> <li>Achieve 3000</li> <li>Reflex Math</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> <li>Labels</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>DIBELS</li> <li>LEAP 2025</li> <li>Reflex Math: Attainment of Goals 1 and 2</li> <li>Evaluation of Program Handout</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>will use the program 3 times a week as part of math stations in the classroom.</p> <ul style="list-style-type: none"> <li>• <b>Reflex Math</b> – 1<sup>st</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>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>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>Eureka 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 and Eureka.</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> </ul>			<p>Instructional Materials            Science Kits            Clip boards            manipulatives            Mystery Sciences            Head phones            Head phones with microphones            Dry erase markers            Novels            Binders</p>	
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<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 assessments 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> <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>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> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Students use core curriculum standards based on their appropriate setting. Students are placed into the appropriate setting based on their individual needs: Blended Pre K Inclusion Resource MAE Moderate- LEAP Connect Standards, UNIQUE</li> <li>• Sped Teachers K-2<sup>nd</sup> use the scaffolding handbook from Ready Gen</li> <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> <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> </ul> <p><b>Remediation Guide</b> - Math and ELA resources provided by the Louisiana Believes website to assist students with disabilities in the classroom.</p>	<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>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the students will need to fully participate in core content classes.</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></p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Interventions for At-Risk Students***

<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> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• <b>2 Certified Tutors</b> – 2 Tutors provide reading comprehension interventions with Achieve 3000 4 days a week to 4<sup>th</sup> and 5<sup>th</sup> grade students scoring unsatisfactory on the 2017 LEAP 2025 assessment.</li> <li>• <b>BURST</b> – Scripted lessons targeting student’s area of weakness including: phonemic awareness, letter sound knowledge, blending, vocabulary, reading fluency, and comprehension. Interventions are provided by the K-3<sup>rd</sup> grade classroom teacher and 4 <b>Helping Hands</b>, 4 days a week for 30 minutes each day.</li> <li>• <b>Helping Hands Program</b> - Program assistants will implement BURST Reading Intervention and Guided Reading to students in K-3rd grade scoring strategic or below as measured by DIBELS for 60 minutes daily during the reading intervention time.</li> <li>• <b>Interventionist</b> – Works with student intervention groups by providing targeted instruction tailored to their identified needs.</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 5<sup>th</sup> and 6<sup>th</sup> grade 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>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></p> <p>BURST licenses          Helping Hands tutors          Achieve 3000          Certified tutors          Interventionist          Salary and Benefits          Reflex Math          Subscription          Study Island licenses          Fast Forward licenses</p>	<p><b>Effectiveness Measure:</b></p> <p>Attainment of Goals          Evaluation of Program          Handout</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Students with Disabilities Subgroup</b></p> <ul style="list-style-type: none"> <li>• <b>Achieve 3000</b> - Achieve 3000 is a reading program designed to improve 5<sup>th</sup> and 6<sup>th</sup> grade 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 skills in place of social studies instruction. The special education teacher provides these intervention 5 days a week for 30 minutes.</li> <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</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> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• <b>Achieve 3000</b> – Students with reading minutes as indicated on their IEPs receive reading comprehension interventions daily.</li> <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>Goal(s):</b> 2,3,4</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> Stipend for Helping Hands</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• <b>ELL</b> – ELL Tutor works with students identified as English as a Second Language.</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 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> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Support and Extended Learning**

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• During the school day: PE Music Library Art K-3<sup>rd</sup></li> <li>• Extended Hours: Art Club 4<sup>th</sup> – 6<sup>th</sup> Intramural Sports Cheer Pep Squad Lego League Ambassadors Broadcast</li> <li>• Kids – In -Transition provides support for students’ who are in a transitional home.</li> <li>• <b>Gifted Teachers</b> – Gifted teachers provide differentiated instruction to students identified as exceptional learners in the gifted program.</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 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></p> <hr/> <p><b>Effectiveness Results:</b> Reflection</p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• <b>Extended School Year Program</b> – Provides instructional opportunities for students at risk for falling behind over the summer.</li> <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.</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> Instructional Materials</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>Saint Tammany Children Museum allowing students to experiment in science.</p> <p><b>2<sup>nd</sup> Grade</b> – Play- Students are given the opportunity to learn traditions, cultures, and imaginative literature.</p> <p><b>3<sup>rd</sup> Grade – Swamp Tour</b> - Students learn about animal safety and Louisiana wildlife. <b>Marine Mammal Institute</b>- Students learn about marine animals.</p> <p><b>4<sup>th</sup> Grade – Global Wildlife</b> - Students learn about animal safety and Louisiana wildlife.</p> <p><b>5<sup>th</sup> Grade</b> – Renaissance Festival- Students will learn about previous times.</p> <p><b>6<sup>th</sup> Grade – Zoo</b> Students learn about animals’ habitats.</p> <p><b>6<sup>th</sup> Grade</b> – Play- Students are given the opportunity to learn traditions, cultures, and imaginative literature.</p> <p>•</p>				
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***Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas***

<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, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies 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.</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 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> Salary and Benefits</p>	<p><b>Effectiveness Measure:</b> Outcome Measures for MHPs Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <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> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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 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></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b></p>				
<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,</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 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></p> <p>Postage          Postcards          Bear Hugs          Incentive Items</p>	<p><b>Effectiveness Measure:</b></p> <p>jPAMS reports          Percentage of Suspensions/Expulsions</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>provides support for teachers to implement Community Circles.</p> <ul style="list-style-type: none"> <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> <li>• <b>In School Suspensions</b> – Students involved in serious behavior incidents attend ISS 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> <li>• <b>PBIS</b> – Effective strategies and analysis of behavior data is reviewed monthly at committee meetings and during faculty meetings.</li> </ul>				
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<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• <b>Meet N Greet</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>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> </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></p> <p>Paper Ink Toner</p>	<p><b>Effectiveness Measure:</b></p> <p>Completion of Activities Self-Reflection of Activities Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>



## Professional Development

**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:**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• PLCs occur every week for 85 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> – Math: Major Content</li> <li>○ 4<sup>th</sup> – Math: Expressing Mathematical Reasoning</li> </ul> </li> <li>• An additional focus of PLCs will involve analyzing the standards and incorporating strategies to reach students with disabilities.</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> Subs for PLCs. Paper Ink Toner</p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Walks</b> – The leadership team, comprised of administration and grade level representatives, will meet quarterly to collect data through review of assessments, classroom observations, and using the data to plan professional developments and improving instruction.</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</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> Subs for Learning Walks Stipends for PDs, Stipends for presenters Conference Dues</p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

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<p>of professional developments and use/relay information to teachers.</p> <ul style="list-style-type: none"> <li>○ <b>School-Level Professional Development</b></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> <li>● <b>Formative Assessment-</b> Learning how to use REN Responders in the classrooms.</li> <li>● <b>Posting Standards-</b> Why posting standards is important.</li> <li>● <b>Instructional Time-</b> Making the most of your burst time.</li> <li>● <b>Explicit vocabulary instruction-</b> Effective ways to use word morphology.</li> <li>● <b>Reflex Math-</b> Teachers are trained in how to make the most of all the tools and features in Reflex, a game-based adaptive and in individualized math fact fluency system</li> <li>● <b>Moby Max-</b> Teachers are trained on how to engage and interactive program for student instruction that provides a blended approach to instruction.</li> <li>● <b>Zearn-</b> Teachers are trained in how to implement the Zearn Math digital curriculum.</li> <li>● <b>New Teacher PD/Mentor Program</b> – Teachers new to Mayfield attend a quarterly professional development to provide support and guidance. Also, veteran teachers pair up with new teachers for added support.</li> </ul>				
<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> </ul>				

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- District Human Resources Coordinator serves on various College of Education department committees at local universities.

### ***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

#### **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, IDEA, and McKinney Vento funds.

#### **Food Services:**

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

#### **Special Education:**

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

#### **English as a Second Language (ESL):**

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

#### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

#### **Headstart Preschool Programs:**

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

#### 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.*

**Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:**

- January 2019 Monitoring Meeting – Results of meeting is shared with SIP Committee to further evaluate and adjust SIP as needed.

**Describe how and when the SIP Committee will meet and discuss 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 and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):**

- SIP Evaluation results are reported to the school’s stakeholders in multiple formats and at multiple meetings:
  - May 2019 Faculty Meeting – Draft of Evaluation presented to faculty and staff
  - May 2019 PTA Meeting – Draft/Final Evaluation presented to all participants
- August 2019 Welcome Events – Final Evaluation presented to parents at Back-to-School events, along with an overview of Title I programs for the 19-20 school year