

2021-2024
SCHOOL ADVANCEMENT PLAN

Mayfield Elementary



This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
According to 2020-2021 DIBELS data, Third grade ended with a high number of Benchmark/ Above Benchmark (81%).	According to 2020-2021 DIBELS data, First grade ended the year with 68% of students scoring Benchmark and Above and 22% scored below or well below.
Based on LEAP 2025 data, Third (52% of students scoring Advanced or Mastery) and fourth (46% of students scoring Advanced or Mastery) grade have a strength in Reading Literary Text, while fifth (79% of students scoring Advanced or Mastery) and sixth (52% of students scoring Advanced or Mastery) grade have a strength in Written Expression.	Based on LEAP 2025 data, Third (46% of students scoring Approaching Basic and Unsatisfactory) and fourth (41% of students scoring Approaching Basic and Unsatisfactory) grade have a weakness in Written Expression, while fifth (36% of students scoring Approaching Basic and Unsatisfactory) and sixth (41% of students scoring Approaching Basic and Unsatisfactory) grade have a weakness in Reading Literary Text.
Based on LEAP 2025 data, 3rd grade showed a strength in Math- Modeling and Application (49% of students scoring Advanced or Mastery).	Based on LEAP 2025 data, 3rd grade showed a weakness in Math-Expressing Mathematical Reasoning (28% of students scoring Approaching Basic or Unsatisfactory).
The math strengths in each grade level's subcategories include: 4th grade-Compare and Solve Problems with Fractions (40% of students scoring Advanced or Mastery), 5th grade- Recognize, Represent and Determine Volume; Multiply and Divide Whole #s (52% of students scoring Advanced or Mastery), 6th Grade-Ratio and Rate (37% of students scoring Advanced or Mastery).	The math weaknesses in each grade level's subcategories include: 4th grade-Solve Multistep Problems (47% of students scoring Approaching Basic or Unsatisfactory), 5th grade- Interpret Fractions Place Value, and Scaling (43% of students scoring Approaching Basic or Unsatisfactory), 6th grade-Rational Numbers_ Multiply and Divide Fractions (44% of students scoring Approaching Basic or Unsatisfactory).

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2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1
 From Spring 2021 to Spring 2022, the percentage of students in 3rd and 4th grade achieving Mastery or Above on the LEAP 2025 in the category of Written Expression for each cohort of students will increase by 5 percentage point as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	27%	32%	37%	42%
4th	40%	45%	50%	55%

From Spring 2021 to Spring 2024, the percentage of students in 5th and 6th grade level achieving Mastery or Above on the LEAP 2025 in the subcategory category of Reading Literary Text for each cohort of students will increase by 5 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
5th	42%	47%	52%	57%
6th	30%	35%	40%	45%

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<p>Instructional Focus:</p> <p>Instructional Focus for 3rd and 4th:</p> <ul style="list-style-type: none"> Evidence-Based Writing <p>2022-2023</p> <ul style="list-style-type: none"> Consider narrowing focus based on data. <p>Instructional Focus for 5th and 6th:</p> <ul style="list-style-type: none"> Citing Textual Evidence: Close Reading, Text Dependent Questions (RL.1) <p>2022-2023</p> <ul style="list-style-type: none"> Consider narrowing focus based on data. 	<p>Resources needed:</p> <p>RACE Strategies on poster</p> <p>Guidebooks</p> <p>Achieve</p> <p>3rd grade:</p> <p>Binder Clip Assortment</p> <p>UltraClear Laminating Pouches</p> <p>Post-It Notes Super Sticky</p> <p>Pop-Up Refills</p> <p>Paper Mate Pencil Cap Erasers</p> <p>Ticonderoga Pencils</p> <p>Sharpie Pens</p> <p>Expo Fine Dry Erase Markers</p> <p>Scotch Tape</p> <p>TeacherPro Electric Sharpener</p> <p>Ideal Clamps</p> <p>Sharpie Fine Point Markers</p> <p>Pip-Squeaks Telescoping Marker Tower</p> <p>Post-It Easel Pads</p> <p>C-Line 3-Pocket Poly Portfolios (Yellow)</p> <p>3-Hole Mesh Binder Pockets</p> <p>Flagship Carpets Seating</p> <p>Circles Carpet (Black and White)</p> <p>headphones</p> <p>elmo slates</p> <p>laptops</p> <p>ADOBE</p>	<p>Team Reflection:</p> <p>2021 - 2022 -Teachers were provided with guidance throughout the school year to support struggling students and challenge our advanced students. ELA PLCs focused on activities that supported our instructional goals and provided time for collaboration with instructional coaches and administration which led to success in the classroom. We are looking forward to our data from LEAP 2025. Next year, teachers would like to discuss across grade levels about the writing process to ensure instruction mirrors strategies in each grade, so students are building knowledge of the skill and not a strategy.</p>
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Microsoft Office Prof.
Plus
scanners
4th grade:
Binder Clips
Post-it Notes
Velco Dots
Scotch Tape
Erasers - Pencil Toppers
Sharpies
Erasers
Pencil Cases
Pencil Sharpener
Pencils
Highlighters
Dry Erase Markers - Bullet
Tip
Dry Erase Starter Set
Stapler
Magnetic Push Pins
Megaphones
Glue Sticks
Paper Clips
Poly File Jackets
Post-It Easel Pads
Laminating Pouches
Paper Mate Gel Stick
Pens
Scissors
headphones
elmo slates
laptops
scanners
iPADS and cases
2 inch binders
sheet protectors

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folder dividers
5th grade:
Black Expo Markers
Dixon Ticonderoga
Pencils
Post-Its Super Sticky Big
Notes
Sharpie Flip Chart
Markers
Astrobrights Lunar Blue
Paper
Astrobrights Lift-Off
Lemon Paper
Business Source White
Self Stick Easel Pads
Colored Pencils Classpack
Astrobrights Stardust
White Cardstock
Post-It Greener Notes
Expo Board Cleaner
Oxford Twin-Pocket
Folders Light Blue
Elmer's Glue Sticks
Westcott Kids Scissors
X-ACTO School Pro
Electric Sharpener
headphones
elmo slates
laptops
scanners

Ink for poster maker to
create organizers, chats
for students to use as
guidance on test and

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other strategies to increase their ability in the class.

6th grade:

F. Index cards 3 x 5

F. Index cards 4 x 6

F. Index cards 5 x 8

A. Panel Wall Clips

E. TATCO Magnetic Note Holder (silver)

C. Pendaflex Ready-Tab Reinforced File Folders

D. Plastic Lobby Dust Pan Combo Kit and Broom

E. Post It Notes Super Sticky Recycled Pads in Wanderlust Colors

E. Integra Pink Pencil and Cap Erasers

D. Westcott Kids Value Scissors

E. Avery Sheet Protectors for Three Hole Punched Paper

F. Top-Loading, Heavyweight Antimicrobial Protected Sheet Protectors

Swingline Value Pack, 5 Boxes of SF1 Standard Staples

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A. Scotch Magic Tape in Cabinet Pack
F. Book Rings (1.5 inch)
H. Office Cart
B. PaperMate Flair Point Guard Marker Pens
F. Staedtler UHU Tac Adhesive Squares 2.12 oz
D. Officemate Binder Clips- medium size
C. Vinyl Coated Paper Clips-jumbo size
G. Ballpoint Stick Pens- red
D. SchoolPro Electric Sharpener
A. Chisel Tip Markers Assorted Colors
E. Compu-Cessory Screen Cleaning Wipes
C. Avery White Shipping Labels-Bulk (3.3 x 4)
B. Expo Low Odor Dry Erase Markers
A. Smead File Folders- blue
Astrobright PAPER-mixed carton
C. Post It Wall Pads
B. Staedtler Woodcase Pencils
G. Dual Pocket Snap Envelopes
A. Write Bros. Mechanical Pencils-Assorted

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A. Fine Point Markers
Sharpie-5 color cosmic
C. Magnetic Wall Pockets-
clear
Astrobright CARDSTOCK-
Re-Entry Red
I. Precision Eraser EXPO
I. Precision Eraser EXPO
Refills
A. Elmers Glue Sticks-
white-0.24 oz
A. Uni-ball 207
Retractable Gel Pens-0.7
mm-black
C. Samsill Earth's Choice
Durable View Binders 2"
A. Iris Clear Storage Boxes
C. Samsill Basic D-Ring
View Binders 1"
C. Avery Matte White
Easy Peel Address Labels
1"x2 5/8
E. Lanyards-Blue 3/8"
with J Hook
A. i-Click Print Traditional
Certificates-blue border
C. Scented Watercolor
Markers- Mr. Sketch
F. Metallic Markers
F. Duck Brand EZ Start
Packing Tape
Lunar Blue Cardstock
Solar Yellow Cardstock
G. Kids Scissors Sparco-
blunt tip

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	<p>H. Advantus ReSealable Badge Holders E. Business Source Laminated Write On Tabs Indexes</p> <p>Scotch Book Tape 2" x 15 yds Post- it Notes in Beachside Cafe 1.5 x 2 Value pack Crayola Crayons Class Pack Sharpie Fine Point Markers Black Ticonderoga Pencil Value Pack 96 Ct #2 lead grade Bostitch Antimicrobial 12.5" Long Reach Stapler</p>	
<p>Parent and Family Engagement Activity for 3rd and 4th grade:</p> <ul style="list-style-type: none"> Information on specific Writing Revolution strategies to use at home (revamp for current year) <p>2022-2023</p> <ul style="list-style-type: none"> Consider quarterly multi-content events <p>Parent and Family Engagement Activity for 5th and 6th grade:</p> <ul style="list-style-type: none"> Send home information about GB unit texts/topics (revamp for current year) <p>2022-2023</p>	<p>Resources needed for 3rd and 4th:</p> <p>An informational brochure on RACE</p> <p>Resources needed for 5th and 6th:</p> <p>Informational brochure on Guidebooks</p> <p>B. Iceberg Igear Fabric Table Covers- 6' white B. Iceberg Igear Fabric Table Covers-6' blue</p>	<p><u>2021-2022</u> <u>Number of Participants:</u> 24</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> Students used their reading and writing skills to participate in an interactive escape room. Most feedback was positive. 74% of parents felt that their children were challenged academically.</p> <p><u>Number of Participants:</u> 33</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> Exit tickets indicated students loved using creativity and random objects to create trace fossils then use</p>

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<ul style="list-style-type: none"> ● Consider quarterly multi-content events 	<p>F. Plastic Rectangular Tablecovers-red F. Plastic Rectangular Tablecovers-white</p> <p>F. Plastic Rectangular Tablecovers-blue A. Table Skirting-white Bostitch Electric Stapler</p>	<p>their thoughts to express in written format why the organism would have lived a long time ago. This assignment gave parents and students time to work over days instead of an isolated event.</p>
<p>Professional Development:</p> <p>Delivered by ELA IC through PLCs:</p> <p>Professional Development for 3rd and 4th Grade:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module 6 Supporting All Students ● Session 3: Support Craft (Answer Frames and Mentor Sentences) ● Session 4: Supporting Structure (Shared Writing and Model Writing) <p>Professional Development for 5th and 6th grade:</p> <p>ELA Content Leader Module 3: Close Reading to Build Understanding</p> <p>Session 3: Text Dependent Questions and Text Based Responses</p> <p>2022-2023</p>	<p>Resources needed:</p> <p>Tracking charts</p> <p>Subs for PLC</p> <p>Paper</p>	<p><u>2021-2022</u> <u>Feedback from Teachers:</u></p> <p>Teachers received professional development during PLC that provided them with useful information in the classroom that equipped them with the knowledge to build engaging and rigorous lessons which encouraged each student to experience learning best suited for them. During PLC, teachers used common assessments to assist in the interventions needed to target students in areas that increased their ability in writing and citing evidence.</p>

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<ul style="list-style-type: none"> ● Confer with Sehon 	
<p>Follow Up and Support for 3rd and 4th:</p> <ul style="list-style-type: none"> ● PLC will focus on: <p align="center">Using common assessments to evaluate writing</p> <p>Follow Up and Support for 5th and 6th:</p> ● PLCs will focus on: <p align="center">Planning GB lessons with a focus on citing evidence</p> <p>2022-2023</p> <ul style="list-style-type: none"> ● Based on Sehon’s plan, consider including curriculum specialists and ICs to support as well. 	

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
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Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 Written Expression ● Progress Monitoring: Unit tasks, LEAP 360 diagnostic, and LEAP 360 Interim 	<p>Observations:</p> <ul style="list-style-type: none"> ● Instructional Leadership Team conducts quarterly learning walks using the NIET look- for tool

Middle of the Year Monitoring Results/Areas for improvement:

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Leadership Walks determined teachers were implementing strategies discussed in PLC and professional developments. According to LEAP 360 Interim data, 96% of 3-6 grade students met their target in ELA for the 2021 - 2022 school year.

End of the Year Results:

On LEAP 2025, 3rd grade maintained 27% mastery in the category of Written Expression which is not meeting the goal of 32%.

On LEAP 2025, 4th grade increased in the category of Written Expression from 40% mastery to 53% mastery which exceeds the goal of 45%.

On LEAP 2025, 5th grade increased in the subcategory of Reading Literary Text from 42% mastery to 46% mastery which was only one percentage point away from the goal of 47%.

On LEAP 2025, 6th grade increased in the subcategory of Reading Literary Text from 30% mastery to 50% mastery which exceeds the goal of 35%.

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Goal #2

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Major Content will increase by 5% percentage point each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	44%	49 %	54%	59%
4th	34 %	39 %	44 %	49%
5th	45%	49 %	54 %	59 %
6th	27 %	32 %	37 %	42 %

Instructional Focus:

- Problem Solving (Solve problems with any operation 3. OA. D.8., Solve multistep problems 4. OA. A.3, 4. NBT. B.5, 4. NBT. B.6, LEAP I 4.2, LEAP I 4.3, LEAP I 4.4 LEAP 1 4.5, Solve fraction problems 5. NF. A.1, 5. NF. A.2, 5. NF. B.4., 5. NF. B.7., Ratio and Rate Problems 6. RP. A.1, 6. RP. A.2, 6. RP. A.3.)

2022-2023

- Consider narrowing focus for Major Content

Resources needed:

Great Minds
Curriculum
Resources- inSync,
Equip, Navigator,
Affirm/Edulastic

2021-2022

Team Reflection:

Teachers were very pleased with the professional development provided through IReady and Great Minds. It allowed them to witness the implementation of the components and how to address the areas of the lessons where students struggle the most. Teachers are looking forward to

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<ul style="list-style-type: none"> ● Consider including a focus on using the curriculum and its resources as intended 	<p>Ready Math – i-Ready Mathematics</p> <p>District Resources within Guaranteed Curriculum/Google Classrooms</p> <p>Louisiana Believes State Planning Documents</p> <p>Literacy Carpet Rectangle Expo Low Odor Chisel Tip Dry Erase Markers Astrobrights Eco Assortment Astrobrights 24 lb. Premium Writing Venus Violet Astrobrights Cardstock 65 lb. Cover Bright White Business Source Self-Stick Easel Pads Carson-Dellosa Name Plates Alphabet Pacon Sentence Strips White Ruled Play-Doh Modeling Dough Assorted Childcraft Alphabet friends carpet - 10'6" X 13'2"</p>	<p>additional opportunities for IReady and Great Minds professional developments.</p>
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Childcraft Alphabet
Squares Carpet 8 X 12

Honey Bee Cards
Lady Bug Letters game
Wonder Foam Shapes
Smart snacks - Alpha pops
Snap and Learn Rhyming
Pups
Beginning Sounds learning
puzzles
Alpha Acorns
Snap and Learn Gators
Clubhouse Crafts Pony
Beads Box
Astrobrights - Happy
Assortment - Writing
Paper
Color Dominoes
CVC tool box
High Clarity Laminating
Pouches - letter size 3ML
Pres-a-ply Laser/inkjet
Labels
Hygloss Hang Tak - blue
Play-doh Modeling Dough

Learning shapes and
colors activity carpet 9X12
Numbers and letters
activity carpet 9X12
Wikki Stix Alphabet
Center
Lakeshore Learning
Rockets alphabet

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Lakeshore Learning
Rockets numbers
Letter Crayons Word
Building Center
Fishing for Sight Words -
Level 1
It's a snap Math Center -
Simple Addition
Match - A - Sound
Phonemic Awareness
Complete Set
Unlock It Number Match
Nuts about Math -
Counting
Alphabet Mystery Box
Alphabet Learning Locks
Story telling Kit - Pete the
Cat: I love my white shoes
Hear Myself Sound Phone
set of 10
Lakeshore Paper Trays -
red
Lakeshore Paper Trays -
blue
Lakeshore Paper Trays -
yellow
Lakeshore Paper Trays -
green
Lakeshore Paper Trays -
purple
Lakeshore Paper Trays -
orange
Lakeshore Paper Tray Lid -
red
Lakeshore Paper Tray Lid -
blue

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	Lakeshore Paper Tray Lid - yellow Lakeshore Paper Tray Lid - green Lakeshore Paper Tray Lid - purple Lakeshore Paper Tray Lid - orange Lakeshore Storage Boxes - yellow Lakeshore Storage Box Lids - yellow Mold and Play Sensory Sand - 10lb Storyteller Writing Box Splash Jr. - Ending Sounds Splash Jr. - Middle Sounds What's the Rhyme Sorting Houses Post-it Easel Pads Expo - Black Fine Tip Dry Erase Markers- Fine Tip E. High-liter Pen Style Highlighters A. Flip chart Markers Astrobirghts Neon Assortment Astrobirghts Stardust White Cardstock Mesh Zipper Bags Pink Erasers-Large Block Papermate Ink Joy Gel Pens BIC Intensity Fine Permanent Markers	
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Avery Marks-A-Lot Dry
Erase Markers-Bullet
Flipside Student Felt
Eraser
Expo Dry Erase Cleaner-
spray bottle
Bostitch InPower
Premium Desktop Stapler
Scotch 810 Magic Tape
Scotch Heavy Duty
Shipping Tape
Elmer's Glue Pump
Post-it Super Sticky Notest
in Miami
Magnet Hold Its Adhesive
Magnetic Dots
Post-it Super Sticky Big
Notes 11x11-green
Mixed Carton 65lb Cover
paper
Flipside Study Carrels -
white
Crayola Crayon
Classpacks-16pk standard
Crayola Markers
Classpacks
Mr. Sketch Scented
Markers
Round Wiggly Eyes
School Health Adhesive
Bandages
Carpet "Read to Dream"
Hot Glue Sticks
Pen Style Highlighters
Manilla folders
Laminating Pouches

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	<p>Marks A Lot Dry Erase Markers Sheet Protectors</p>	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Fall: Math Learning Night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication. ● Dependent on Scope and Sequence: Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing modeling and application/ Curriculum Based Parental Support Letters to support at-home learning ● Send home LDOE Parent Support information <p>2022-2023</p>	<p>Resources needed:</p> <p>Paper</p> <p>Labels</p> <p>Ink</p> <p>Toner</p> <p>Pens</p> <p>Pencils</p> <p>Envelopes</p> <p>Color Printer</p>	<p>2021-2022</p> <p>Number of Participants: 2nd Grade - 46</p> <p>Summary of Parent Feedback/Exit Tickets/Survey: Students explore math curriculum and resources on their Chromebooks with their parents. Parents were able to view and practice various math programs that students use daily in class to learn how they supplement curriculum and allow for mathematical communication.</p> <p>Number of Participants: 4th Grade - 19</p> <p>Summary of Parent Feedback/Exit Tickets/Survey: Students participated in STEM activity to create a basketball hoop and catapult using math and science concepts to make sure their model was successful. Students really loved this activity and parents enjoyed being able to work with their students on such an interactive and in-depth activity.</p>

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		<p><u>Number of Participants:</u> 5th Grade - 31</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> 98.2% of the families responded on the exit ticket saying they enjoyed the math activity. They felt this was a great way to target math skills that will be built on this year with 5th grade skills. Teachers are hoping to use this again next year but have an incentive for students to participate.</p> <p><u>Number of Participants:</u> 5th Grade - 35</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> 94.3% of the families enjoyed the event and feel it was an engaging way to practice math skills. Parents also liked that it was online so it was convenient to participate around their schedules. Teachers enjoyed this activity and hope next year there will be more participation.</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Training on Assessment Guidance ● Utilizing High Quality Common Assessments ● Supports in rubric scoring and matching achievement scales ● Progress Monitoring 	<p>Resources needed:</p> <p>Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</p>	<p><u>2021-2022</u> <u>Feedback from Teachers:</u> Teachers shared their excitement for the path we are moving on with math instruction. Teachers are more confident in their ability to use the resources available through technology and feel the professional developments targeting math created a strong understanding for being cohesive in the grade level and across grades. Our math instructional coach provided constant support to</p>

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<ul style="list-style-type: none"> ● Training on Purposeful Planning <ul style="list-style-type: none"> ● Annotating lessons and resources ● Integrating Targeted Remediation with Progress Monitoring ● Training on High Quality Instruction <ul style="list-style-type: none"> ● Facilitating and Orchestrating Productive Mathematical Discussions ● Four Strategies for Highly Effective Instruction ● Training on use of Tier 1 Curricular Resources/Unpacking Units and Backwards Design <ul style="list-style-type: none"> ● Math Content Leader Modules (K – 5) <ul style="list-style-type: none"> ● Session 3: Represent and Solve Word Problems Involving Addition and Subtraction ● Session 4: Multiplication and Division of Whole Numbers and Word Problem Types ● Session 5: Number and Operations in Base Ten: Place Value and Fluency ● Math Content Leader Modules (6th) <ul style="list-style-type: none"> ● Session 3: Using Multiplicative Thinking to Reason about Ratio and Rate 	<p>Ready Math – i-Ready Mathematics</p> <p>Louisiana Math Content Leader</p> <p>District Resources within Guaranteed Curriculum/Google Classrooms</p> <p>Louisiana Believes State Planning Documents</p> <p>Document Cameras</p> <p>Projector</p>	<p>our teachers with planning, high quality instruction and interventions.</p>
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<p>2022-2023 Consider prioritizing PD, and identify what will be ongoing, or one-time PDs with follow up.</p>		
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Leadership Team (Administrators, Math Content Leaders, Instructional Coach, Curriculum Specialist) ● Math Content Leader Module Support and Training ● Model lessons (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory ● Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

Monitoring and Evaluating

Assessments:

- **EOY: LEAP 2025**
- **Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments**
- **Interim LEAP 360 Reports**
- **Equip Diagnostic Assessment Reports- identified standards/tracking**
- **IReady Diagnostic Assessment Reports**
- **Assessment Data- Topic/Lesson Quizzes, Mid- and End-of Unit Assessment Tasks,**
- **Performance Reports generated from Edulastic/Affirm**

Observations:

- One administrator will visit every 3rd-6th grade Math classroom at least once a month to conduct a snapshot using the NIET Look fors checklist
- Instructional Leadership Team conducts quarterly learning walks using the walk through rubric

Middle of the Year Monitoring Results/Areas for improvement:

Teachers are monitoring students with data collected from weekly assessments. This data is discussed during PLC with the math instructional coach. LEAP 360 Interim data was used to guide instruction and a variety of interventions. Teachers are working on improving students ability to answer multi-step word problems using strategies shared in PLC

End of the Year Results:

79% of our 3rd - 6th grade students scored proficient in math on the LEAP 306 Interim assessment
End of the year Leadership walk indicated teachers were using information demonstrated to them through professional developments and PLCs, instruction was differentiated, rigorous, and student-based.

End of Year Results

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- *2021-2022- On LEAP 2025, 3rd grade scored 30% Mastery or Above on Major Content. 3rd grade was 19 percentage points below their goal of 49%.
- *2021-2022-On LEAP 2025, 4th grade scored 40% Mastery or Above on Major Content. 4th grade was 1 percentage point above their goal of 39%.
- *2021-2022-On LEAP 2025, 5th grade scored 29% Mastery or Above on Major Content. 5th grade was 20 percentage points below their goal of 49%.
- *2021-2022-On LEAP 2025, 6th grade scored 33% Mastery or Above on Major Content. 6th grade was 1 percentage point above their goal of 32%.

Goal #3

From Spring 2021 to Spring 2024, K-2 students will increase reading achievement by increasing the percentage of students *At or Above Benchmark* on DIBELS 8th by 2% points each year as follows:

Grade	2021 EOY %	2022 EOY % Goal	2023 EOY % Goal	2024 EOY% Goal
K	66%	68%	70%	72%
1st	68%	70%	72%	74%
2nd	64%	66%	68%	70%

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<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2) ● Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3) 	<p>Black Expo Markers Dixon Ticonderoga Pencils Post-Its Super Sticky Big Notes Sharpie Flip Chart Markers Astrobrights Lunar Blue Paper Astrobrights Lift-Off Lemon Paper Business Source White Self Stick Easel Pads Colored Pencils Classpack Astrobrights Stardust White Cardstock Post-It Greener Notes Expo Board Cleaner Oxford Twin-Pocket Folders Light Blue Elmer's Glue Sticks Westcott Kids Scissors X-ACTO School Pro Electric Sharpener Plain White Chart Paper- Office Market Mandeville Catalog Wite Out Pack G Super Stacker Crayon Box Clear File Box Astrobright Cardstock bright pack Round Rainbow Carpet Circles Cozy Shades Light Filters Pink Magnetic Dry Erase Board Classroom Keepers Mailbox</p>	<p><u>2021-2022</u> <u>Team Reflection:</u> Data provided from DIBEL testing shows students had growth. PLC provided us time to work with the ELA instructional coach to analyze our progress monitoring which allowed for teachers to create intervention groups that target specific areas that increased the ability of the student to be successful. Next year, teachers are looking forward to having more help with the interventionist and assistance with progress monitoring students.</p>
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Copernicus Early Learning Station
Expo Low Odor Markers
Deluxe Soft Rocker - Black
Flipside Study Carrels - Black
Prima Stool - Red
Magna Phonics Level 1
CVC Spelling Board Games
Chunks Word Building Game
School Smart :
Romanoff lap Tray with Cup Holder Solid Colors
Classroom Select Storage Organizers
Childcraft Rainbow Squares
Carpet Muted
Ten-Frame Magnet Set
School Smart Reusable Dry Erase Pockets
Expo Low Odor Fine Tip Dry Erase Marker
Expo Eraser XL - Extra Large Eraser
Expo Dry Erase Cleaners - Spray Bottle
Sentence Strips
Poly 2-Pocket Heavyweight Folders with 3-Hole Punch - Green
Poly 2-Pocket Heavyweight Folders with Fasteners - Blue

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Poly 2-Pocket Heavyweight
Folders with Fasteners - Purple
Better Than Paper Bulletin
Board Rolls
Place Value Flip Charts -
Teacher
Boogie Board
Letter Formation Sand Trays
Whisper Phone Solo Class Pack
The Office Market
A. Post-it Easel Pads - Mini
Easel Pad
F. Post-it Pop-Up Alternating
Color Notes
F. Extreme Permanent
Markers
A. Glue Sticks
B. Desktop Tape Dispenser
Coral/Turquoise
A. File Folders Assorted (Gray,
Maroon, Navy, Purple, Teal)
G. Post-it Assorted Portable
Flags
D. White Copier Mailing Labels
D. Pink Arrowhead Pencil Cap
Erasers
E. Pink Pencil & Cap Erasers
(Single)

School Specialty-Varnado
Black Expo Markers

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School Smart Reusable Dry
Erase Pockets
Post-It Super Sticky Self-Stick
Easel Pads
Sentence Strips Conforming to
Zaner-Bloser Style
Crayola Crayon and Washable
Marker Classpack
Kwik Stix Solid ATempera
Magnetic Tens Frame
Childcraft Linking Cubes
Magnetic Rekenrek Demo
Place Value Flip Charts -
Teacher
Color Dominoes
Rainbow Ten Frames
Sentence Flip Chart
Rainbow Sentences
Pink Erasers Medium Block
Cap Erasers Multicolor
Poly 2-Pocket Heavyweight
Folders with 3-Hole Punch -
Green
Poly 2-Pocket Heavyweight
Folders with Fasteners - Blue
Post-It Notes in Jaipur
Classroom Keepers Mailboxes
Romanoff Lap Tray with Cup
Holder Sparkle Colors
Pendaflex Neon Glow Colored
Hanging File Folders

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	<p>Carpets for Kids Kits on the Go Carpet Rounds School Specialty Place Value Magnetic Demonstration Discs Seat Sack Seat Sack Seat Sack Seat Sack</p>	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Night ● Activity: Show parents and students how to navigate Amplify Reading ● Activity: Read books using ARC Bookshelf and engage in extension activities ● Activity: Phonological awareness and phonics stations ● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home. ● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results. <p>2022-2023</p>		<p>2021-2022 <u>Number of Participants:</u> 120</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> 1st & 2nd Grade - Professional author Jonette Downing visited the campus to read to students and sing her songs. A reading coach will also talk to kids and parents about literacy and the importance of phonological awareness, as well as give information about Amplify interventions and how parents can work with their child at home. Parents and students were all very engaged in the presentations and parents appreciated the inclusion of something that excited and involved the students.</p> <p><u>Number of Participants:</u> 15</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u> PreK and kinder students worked on phonemic awareness and object identification while playing games virtually. Parents stated they learned some helpful games to help their student learn to read, how to make every opportunity a learning experience while in everyday conversation, and ways to make learning fun instead of working on letter recognition at the table. Teachers feel this</p>

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		activity would have been better later in the year because their students do not have chromebook knowledge at first.
<p>Professional Development:</p> <ul style="list-style-type: none"> ● How to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth. ● Planning phonological awareness and phonics differentiated activities. <p>2022-2023</p> <p>TBD Heggerty and CKLA</p>		<p>2021-2022</p> <p>Feedback from Teachers:</p> <p>Teachers feel better prepared to support their students by using DIBEL data. They are more confident in the use of Amplify instruction and the grouping it provided with activities to support students in their area of need. PLC allowed for teachers to discuss and explore activities that target phonological awareness and phonics with modeling to ensure the activity was being implemented efficiently.</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Instructional Coach- Provides support with foundational skill planning, analyze DIBLES benchmark and progress monitoring. ● Instructional Coach- model foundational skills lessons ● Curriculum specialist to provide support teachers with PD and observation feedback. ● PLC's will focus on: <ol style="list-style-type: none"> 1. analyzing student growth using Amplify 2. plan for small group foundational skills instruction 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

Monitoring and Evaluating

Assessments:

- DIBLES 8 benchmark assessment (BOY, MOY, EOY)
- DIBLES 8 Progress Monitoring (Below Benchmark every 4 week, Well Below Benchmark every 2 weeks)

Observations:

- ILT will conduct quarterly learning walks to monitor foundational reading lessons.

Middle of the Year Monitoring Results/Areas for improvement:

Maintaining or moved students in AT/Above Benchmark from BOY to MOY

kinder: Fall 28% at or above. MOY 32%

1st: BOY 36% at or above. MOY 46%

2nd: BOY 51% at or above. MOY 53%

3rd: BOY 59% at or above. MOY 57%

Maintained Below Benchmark or fell to Well Below Benchmark from BOY to MOY

Kinder: BOY 72% at or above. MOY 65%

1st: BOY 64% at or above. MOY 59%

2nd: BOY 48% at or above. MOY 43%

3rd: BOY 40% at or above. MOY remained the same

Interventions need to be focusing on the area of greatest concern for each individual student and should be aligned to what data is given from progress monitoring.

End of the Year Results: 2021-2022

Maintaining or moved students in AT/Above Benchmark from BOY to EOY:

kinder: Fall 28% at or above. Spring 44% at or above. Our students improved by 16%. EOY 44%

1st: Fall 36% at or above. Spring 56% at or above. Our students improved by 20%. EOY 56%

2nd: Fall 51% at or above. Spring 59% at or above. Our students improved by 8%. EOY 59%

3rd: Fall 59% at or above. Spring 59% at or above. Our students remained consistent. EOY 59%

Maintained Below Benchmark or fell to Well Below Benchmark from BOY to EOY:

kinder: Fall 72% at or above. Spring 54% at or above. Our students improved by 18%.

1st: Fall 64% at or above. Spring 44% at or above. Our students improved by 20%.

2nd: Fall 48% at or above. Spring 38% at or above. Our students improved by 10%.

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3rd: Fall 40% at or above. Spring 40% at or above. Our students remained consistent.

Grades K-2 school year 2021-2022 did not meet their goal.

In 2022-2023, our teachers will analyze data during PLC and use Mclass to place students in interventions to target the students area of concern. In addition, progress monitoring will be completed for intensive and strategic students every two weeks.

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1% points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	% Goal	% Goal	% Goal
11.47	10.47	9.47	8.47

Tier 1 (School wide):

- Be Inspired Cards- Students who are caught doing acts of kindness are recognized during their grade level’s morning meeting
- Morning Meetings- Each grade level meets weekly with administrators to spotlight positive behaviors, discuss school-wide expectations, and class performances.
- Bear Hugs- Students following class and school-wide expectations earn Bear Hugs to spend on monthly incentives
- Community Circles- Each teacher should complete 2 Community Circles a week

Resources needed:

- Paper**
- Labels**
- Ink**
- Toner**

Team Reflection:

We have a variety of ways to use positive reinforcement with our students. This year the Behavior Bash was a huge success among the grade levels and our parents enjoyed coming in to our Morning Meeting to participate in the announcement of Star Student for the month. We will continue to receive input from students about rewards that are enjoyable for them to help increase positive behavior.

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<ul style="list-style-type: none"> ● Bear Hug Bash- Twice a year students can save bear hugs and use them to attend the school-wide Bear Hug Bash in December and May ● Star Student- Students are recognized monthly for excellent grades and is sponsored by PTA ● PBIS Post Cards- Teachers write positive notes to students highlighting students' achievements; postcards are mailed home twice a year ● Chilling on the Green- Students with no behavior infractions every two weeks earn an extra recess in 3rd-6th grade. 	<p>Pens</p> <p>Pencils</p> <p>Envelopes</p> <p>Postage</p> <p>Postcards</p> <p>Bear Hugs</p>	
<p>Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Restorative Practices- Guidance Counselor and MHP conduct Community Circles, Problem Solving Circles and Low-Level problem solving strategies ● Second Steps? 	<p>Incentive Items</p> <p>Colored Papers</p> <p>Markers</p> <p>Toner</p>	
<p>Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Students who are suspended must chat with MHP or counselor upon returning to class ● In-School Suspension- Students involved in serious behavior incidents attend ISS as determined by administration and parents ● Check In/Check Out- Students with behavior plans check in and check out daily with administrators to report behavior progress in the classroom 	<p>Color Printer</p> <p>Laminating pouches</p> <p>Pencil erasers</p> <p>Card stock</p> <p>agendas</p>	

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<p>Parent and Family Engagement Activity: 21-22: Counselor held parent conferences on an as-needed basis.</p> <p>2022-2023 <u>Counselor Chat</u> Quarterly meeting with parents Counselor will do a community circle</p>	<p>Resources needed: computer community circle topics Computer Speakers</p>	<p>2021-2022 Participation Outcome: Our counselor spoke to parents on a need to basis. This was for students with ISS or OSS, having trouble in the classroom with classmates or lack of effort, and students that just needed to visit the counselor. Flyer went home with students that provided parents with tips and what the focus was here at school.</p> <p>Parent Feedback/Exit Tickets/Survey: Parents are pleased with the steps taking in school with our students and feel they are getting the resources when needed.</p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Community Circle- Guidance Counselor and Administration ● PBIS Committee meets monthly to discuss effective strategies and analyze behavior data and information is presented at faculty meetings 	<p>Resources needed: Schedule time to plan, develop and collaborate-set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.</p>	<p>2021-2022 Feedback from Teachers: Having our counselor come in for community circle helped build relationships and provided students with the tools needed to build strong character and friendships within the classroom. This decreased the issues between students and allowed for students to become familiar with strategies for de-escalating problems that occur.</p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ●Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan ●Every nine weeks survey the school climate and provide follow up and support to the areas most in need. ●Classroom Observations-Proactive Classroom Management plans ●Weekly team meetings 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														
<p>Data used to Monitor and Evaluate Goal:</p>														

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Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others. Data via JPAMS.

Middle of the Year Monitoring Results/Areas for Improvement:

At the middle of the year checkpoint, “willful disobedience” and “instigates or participates in fights” are our two areas with the most referrals at this time. For the remainder of the school year, teachers and counselors will use this topic more often in community circles and reinforce incentives in and out of the classroom.

End of the Year Results:

At the end of 2021 – 2022 school year, we had an overall percentage of 16.09% of our students with discipline referrals. This increased 4.62% overall from last year’s overall percentage of 11.47%- Take into consideration that during the 2020-2021 school year, students were entering back to a brick and mortar setting and complying with safe school/COVID-19 guidelines.

STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 2 points each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS

Describe policies and practices to identify disabilities early and accurately:

Students are referred to TAT to discuss student progress and put interventions in place
 Students who do not show progress during the 4 week TAT process are referred to SBLC

2021-2022

Team Reflection:

The process used to determine disabilities early and accurately this year has been very smooth. The TAT process provides teachers with the opportunity to meet and discuss issues they are seeing in the

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	<p>classroom. This support helps the student receive the interventions needed with data being tracked from the beginning. Using this data shows if the student has made progress or if a more in depth approach is needed. The SBLC process moves smoothly because each person on the committee has a part in compiling what is needed for the decision.</p>	
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> • SPED teachers rotate attending grade level specific PLCs • Weekly planning for general education and special education teacher- Master schedule includes planning time for general and special education teachers for 30 minutes <p>Beginning of the year Schedule Planning with each SPED/general education teacher partners and one administrator to ensure schedules are aligned</p>	<p><u>Team Reflection:</u> SWE teachers were able to work closely with grade level teachers allowing for more learning to take place in a least restrictive environment. Practices were put in place to identify struggling students and start the TAT process immediately. PLC provided time for planning with instructional coaches using data collected from weekly tests, sharing in discussions on how to use the interventions, and attend professional development.</p>	
<p>Supports and Strategies in Tier 1 (Core Instruction): IRLA, Ready Gen, (21-22) Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, , Ready, i-Ready, CKLA</p>	<p>Resources needed: Toner Pen Colored Paper</p>	<p><u>2021-2022</u> <u>Team Reflection:</u> Teachers are excited about the interventions that are available in the different tiers and feel that when implemented correctly students will be successful. However, the amount of students that are in need of the interventions do not correlate with the personnel to ensure it is delivered effectively. Next year, teachers are hoping more help with providing the interventions such as Project Read will be available.</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <p>Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Eureka Equip, Zearn (Small Group), Reflex Math, Ready Math (Small Group)</p>	<p>Velcro Brand Sticky Back Coins Loose Leaf Rings Teacher Created Resources Valu-Pack Mini Stickers House of Doolittle Doodle</p>	

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<p>Supports and Strategies in Tier 3 (Intensive Individual): Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC)Achieve 3000 (Personalized Learning Path), SRA (only with IEP), Eureka Equip, Zearn (Small Group), Reflex Math, i-Ready</p>	<p>Post-it Super Sticky Notes in Miami Pencil Grip Magnetic Whiteboard erasers Expo Low Odor Bullet Tip Dry Erase markers Pen Style Highlighters Post it Super Sticky Big notes Pacon Chart Paper Pacon Anchor Chart paper Gel Highlighter magnet tape sheet protectors File Folders Laminating sheets Pencils Sharpie Gel Highlighter Unifix Cards Sentence flip chart Place Value Frame Five / Ten Frame Ten Frame Base Ten 120 Number Board Fact Family Addition Fact Family Multiplication Part-Part Whole Gallon Measurement Globe Tape Glue Sticks Binder Pockets with write on index tab</p>	
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Precision Eraser
Precision Eraser refill
Tray Incline Sorter Combo
Easel Pads
Velcro
Staples
Professional rotary trimmers
Magnetic Time Tracker
Playdoh
Square interlox Building set
Finger space
Unifix ten frame cards
Number line floor mat
Invisible Tape
Elmer's Disappearing Purple Glue Sticks
Marrakesh Post-it Notes
Oxford Composition Notebooks (blk/wte)
Colored Pencils Classpack
2-in-1 Magnetic Dry Erase Markers
Astrobright Spectrum Pk Assort.
Crayola 16 color marker set
iPoint Heavy Duty Sharpener
Prismacolor Premier Pencil Sharpener
iPoint Heavy Duty Sharpener
Prismacolor Premier Pencil Sharpener

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	<p>Sargent Art Metallic Colored Pencils Sargent Art Neon Colored Pencils Pre-Sharpened #2 Assorted Ticonderoga Erasable Checking Pencil Vinyl Eraser Red Paper Mate Erasermate BIC Crystal Xtra Bold Blue School Smart Gel Retractable Pen Purple BIC Intensity Advanced Tank Dry Erase IdeaPaint Whiteboard Eraser C-Line Reusable Dry Erase Pockets 9x12 School Smart Reusable Dry Erase Pockets 10 x 13 Fiskars Swing Arm Protractor Avery Disappearing Purple Glue Sticks Velcro One-Wrap Ties chart paper wobble chairs ball chairs</p>	
<p>Parent and Family Engagement Activity: <u>SWE Group Chat</u></p>		<p><u>2021-2022</u> <u>Participation Outcome:</u> Faculty - 14 Parents - 1</p>

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<ul style="list-style-type: none"> • SWE parents are invited to meet with the SPED teachers and general education teachers to discuss the ins and outs of SWE IEPs, what they mean, and have a question and answer session regarding SWE resources • Breakout sessions include: <ul style="list-style-type: none"> ○ Review purpose of IEP ○ Interventions that are available ○ How to look at data <p align="center">Resources</p> <p>2022-2023</p>		<p><u>Parent Feedback/Exit Tickets/Survey:</u> The event was well-prepared and the information was relevant to all SWE students, however, the event was not advertised thoroughly and far enough in advance so unfortunately parental involvement was lacking. We did have one parent participate who found the information helpful but she did not have questions, comments, or concerns throughout the presentation. *Note: The presentation was created in the SWE Google Classroom and could be updated and used for future years and as a good resource for SWE parents.</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> • ELA Content Leader • Math Content Leader • 4 Strategies of Effective Learning • Using the Writing Rubric and the Modified Writing Rubric • Lesson planning/unit planning for Guidebooks • The Writing Revolution Overview and focus on specific strategies • Project Read – Phonics, Linguistics, Written Expression, Report Form • Amplify • Ready Gen • Zearn 		<p><u>2021-2022</u> <u>Feedback from Teachers:</u> During PLC teachers worked with instructional coaches to gain knowledge on the variety of resources to use. The ELA instructional coach researched and provided information to teachers to better support their data analyzing and setting up interventions in Amplify. Eureka and IReady personnel completed an observation with the Leadership team to create a professional development that targeted areas of instruction which needed support. Teachers were given the opportunity to attend professional developments through the district for Project Read.</p>

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<ul style="list-style-type: none">• Gizmos• Eureka Math, In Sync, Affirm, Equip• Ready, i-Ready• Reflex Math• Dibels• IRLA• Achieve 3000/Actively Learn• Unique Learning/News 2 You• Discovery Education• Accountable talk/mathematical discussions• SER, FBA, BIP trainings <p>Monthly SWE consultants meetings</p>		
<p>Follow Up and Support: The Instructional Leadership Team conducts quarterly learning walks using the walk through rubric.</p> <p>ELA and Math Content Leader Module Support and Training</p> <p>Model lessons - Instructional Strategies, pedagogy and scaffolding</p> <p>Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.</p>	Laminator Sheets	

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Analyzing assessments, feedback and next steps		
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Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

Data used to Evaluate Goal:

- EOY: LEAP 2025 and LEAP Connect
- DIBLES 8 benchmark assessment (BOY, MOY, EOY)
- DIBLES 8 Progress Monitoring (Below Benchmark every 4 week, Well Below Benchmark every 2 weeks)
 - Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
 - Equip Diagnostic Assessment Reports- identified standards/tracking
 - Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
 - IReady Diagnostic Assessment Reports
 - Dibels
 - 1 minute Fluency assessments
 - District Readiness Benchmark/End of Year (K-2)

GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit), GB 2020 – section diagnostics

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Middle of the Year Monitoring Results/Areas for Improvement:

MOY DIBEL RESULTS:

1st- 11 out of 15 scored Well Below Benchmark
 2nd- 10 out of 14 students scored Well Below Benchmark
 3rd-16 out of 19 scored Well Below Benchmark

End of the Year Results:

EOY DIBEL RESULTS:

1st - 10 out of 15 scored Well Below Benchmark
 2nd- 10 out of 14 scored Well Below Benchmark
 3rd- 12 out of 19 scored Well Below Benchmark
 LEAP 360 Interim data showed 14 out of 23 students met their target in math in grades 3-6
 LEAP 360 Interim Data showed 16 out of 23 students met their target in ELA grades 3-6.

LEAP CONNECT 2025: 8 STUDENTS

1 STUDENT ABOVE GOAL
 3 AT GOAL
 1 NEAR GOAL
 3 BELOW GOAL

ENGLISH LEARNERS

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each Domain (Listening, Speaking, Reading, Writing), this year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking chart.)

Supports and Strategies in Tier 1 (Core Instruction):

Full English language immersion with push-in support utilizing Achieve 3000

Resources needed:

Achieve 3000 program
 IRLA materials

2021-2022

Team Reflection:

We will continue with the help of the EL teacher/paraprofessional to give ongoing support in all subjects to our EL students.

Supports and Strategies in Tier 2 (Targeted Prevention):

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<p>IRLA (supplement to core classroom instruction)</p> <p>Achieve 3000</p>		
<p>Supports and Strategies in Tier 3 (Intensive Individual): If the student does not show significant gains, the teacher implements and tracks the student’s progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. Interventions include Project Read and IRLA (supplement to core classroom instruction).</p>		
<p>Parent and Family Engagement Activity: Resources were sent home to support this population throughout the year, as needed.</p>	<p>Resources needed: EL Outreach documents for families, i.e., Provide school information in parent’s native language, Robocalls, and Summer Learning Brochure</p>	<p><u>2021-2022</u> <u>Participation Outcome:</u> Our population of students did not require a different form of communication. If needed, we had the resources available to meet the parents’ needs.</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u> Parents were aware of the resources if they needed and knew how to reach out to require them.</p>
<p>Professional Development: Identification of ELs and Language proficiency levels Differentiating instruction. Modifying curriculum to be more accessible to EL students Understanding and using LEP accommodations effectively SBLC considerations for English language learners (environmental, language, and cultural)</p>	<p>Resources needed: Guarantee Curriculum</p>	<p><u>2021-2022</u> <u>Feedback from Teachers:</u> All parents of EL students speak English so no translated documents were needed. However, we have available resources to give when needed. The paraprofessional worked closely with the students they had.</p>
<p>Follow Up and Support:</p>		

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- EL Team (Elena Diek and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)
- Whole classroom observations
- Small group observations (based on previous ELPT achievement scores)
- EL Team (Elena Diek and Lynn Upchurch) Presentation/ Q&A during PLCs
- ESL Para meets with classroom teacher upon request to provide interventions for the classroom

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

Data used to Evaluate Goal:

- ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT- administered every February
- LEAP/ LEAP Connect

Middle of the Year Monitoring Results/Areas for Improvement:

ELPT para came in during the week regularly to check in and work with students in addition to meeting with teachers to discuss any concerns they may have.

End of the Year Results:

ELPT:
 1ST GRADE: 1 STUDENT PROGRESSING; 1 STUDENT EMERGING
 2ND GRADE: 3 STUDENTS PROGRESSING
 3RD GRADE: 1 EMERGING
 4TH GRADE: 1 PROGRESSING
 6TH GRADE: PROFICIENT

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4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- **jPAMS** – Student Progress Center: This allows students and parents to access grade and attendance information from home.
- **Robo Calls** – Inform parents of upcoming events and important information
- **School Website** – 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.
- **Teacher Websites** – Teachers are required to update websites weekly to inform parents about upcoming events, instructional information, etc.
- **Bear Paw Envelopes** – Weekly grades are sent home for parents to review
- **PFE Meet and Greet**– Inform parents of classroom policies and curriculum updates through brochures and technology.
- **Open House** – Inform parents of classroom updates and policies at the beginning of the school year
- **CCC Meetings** – 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.
- **Report Cards** – Parents receive quarterly report cards with pertinent information of students’ academic progress. Students receive Progress Reports in the middle of the 9 weeks to inform parents of student standing.
- **PTA Meetings** – Monthly meetings are held to discuss upcoming events, make budgetary decisions, and school needs.
- **Parent Conferences**- Parent/Teacher Conference are conducted twice a year (Fall and Spring) for every student.

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Stakeholders are encouraged to join PTA at Meet and Greet, Beginning-of-the-year Parent Social, Open House, and on the first day of school.
- 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.
- SBLC meetings allow parents, teachers, and other representatives to make decisions for students in need of assistance.
- PTA Meetings allow parents, administration, and faculty to meet and discuss upcoming events and needs within the school.

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- Parent representation at PBIS committee meetings to provide input regarding behavior analysis and incentives.
- Parent Family Engagement Committee, with parent representatives, meets monthly to plan, review, and develop PFE activities.

- March 2021 – Spring Parent Survey distributed to all parents and posted on school website

- April 2021 – Reviews School-Parent Compact and PFE policy.
- The SAP Committee meets monthly to review and make decisions to achieve SIP goals and determine expenditures for the Title I Budget.
- SAP is posted and updated as needed on the school website.
- IEP Meetings offer parents, teachers, and students opportunities to make decisions on students' individualized education plans.

Resources Needed to Support Parent and Family Engagement:

- Paper, Ink, toner, Translation services, nikki folders, anywhere charging carts to charge chromebooks at PFE events

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

Team Reflection:

Mayfield was successful at communicating with parents this year. Robo calls, Robo texts, school webpage, Open House, Meet N Greet and letters sent home are just a few that allowed for all families to be reached about learning activities and fun engaging events taking place on campus. In addition, Bear Paw Envelopes, JPams, and Teacher/Parent Conferences allowed for parents to have constant knowledge of the success their child was having in school. Furthermore, our parents were encouraged to be part of the decision making process about our school and their child's educational development. Our SBLC committee worked closely with all stakeholders to ensure all student needs were being met.

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

Interventionist - The interventionist assists with administering screening and progress monitoring assessments (DIBELS, BURST, Project Read, and IRLA 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.

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.

Describe how the school ensures that interventions do not replace core instruction:

- The Instructional Leadership Team will visit every classroom once a quarter as a means of checking on fidelity and to provide program-specific refreshers to teachers who are not implementing the interventions effectively.

Interventions/programs available for students in need (include grade levels and skills addressed):

Two Certified Tutors – Provide reading comprehension and fluency instruction using Achieve 3000 for students in 4th and 5th grade who score Basic and Below on LEAP the previous year and/or teacher recommendation based on classroom performance. This will be done 4 days a week for 45 minutes/day. Project Read, IRLA, and Amplify for students in grade K-3rd.

Describe the process for ensuring progress monitoring is carried out and results are monitored:

During PLCs progress monitoring data is reviewed by Interventionist

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

Resources Needed to Support Interventions:

Computer Programs

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Paper
Toner
Nikki folders

Middle of the Year (2021-2022) Monitoring Results/Areas for improvement:

Maintaining or moved students in AT/Above Benchmark from BOY to MOY

kinder: Fall 28% at or above. MOY 32%

1st: BOY 36% at or above. MOY 46%

2nd: BOY 51% at or above. MOY 53%

3rd: BOY 59% at or above. MOY 57%

Maintained Below Benchmark or fell to Well Below Benchmark from BOY to MOY

Kinder: BOY 72% at or above. MOY 65%

1st: BOY 64% at or above. MOY 59%

2nd: BOY 48% at or above. MOY 43%

3rd: BOY 40% at or above. MOY remained the same

Interventions need to be focusing on the area of greatest concern for each individual student and should be aligned to what data is given from progress monitoring.

End of the Year Results: 2021-2022

Achieve Intervention: 100% 4th - 5th grade students participating in the Achieve intervention improved their reading lexile.

Leap 360 Interim data shows 96% of our students in 3rd - 6th have met their target in ELA.

End of the Year Results:

Maintaining or moved students in AT/Above Benchmark from BOY to EOY:

kinder: Fall 28% at or above. Spring 44% at or above. Our students improved by 16%. EOY 44%

1st: Fall 36% at or above. Spring 56% at or above. Our students improved by 20%. EOY 56%

2nd: Fall 51% at or above. Spring 59% at or above. Our students improved by 8%. EOY 59%

3rd: Fall 59% at or above. Spring 59% at or above. Our students remained consistent. EOY 59%

Maintained Below Benchmark or fell to Well Below Benchmark from BOY to EOY:

kinder: Fall 72% at or above. Spring 54% at or above. Our students improved by 18%.

1st: Fall 64% at or above. Spring 44% at or above. Our students improved by 20%.

2nd: Fall 48% at or above. Spring 38% at or above. Our students improved by 10%.

3rd: Fall 40% at or above. Spring 40% at or above. Our students remained consistent.

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6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- PE
- Music
- Library
- Intramural Sports
- Cheer
- Pep Squad
- Ambassadors
- Broadcast

Resources needed:

Paper

Toner

Computer

Childcraft Modern Kitchen Set-Refrigerator (centers)

Childcraft Modern Kitchen Set-Stove and Microwave Combo(centers

Childcraft Modern Kitchen Set-Sink and Dishwasher Combo(centers

Childcraft Rainbow Square Carpet (Primary Colors Seats 20)(centers

Roylco Crystal Color Stacking Blocks Sets

LED Activity Tablet(centers

Magna-Tiles Magna Qubix(centers

Childcraft Stove & Microwave

Combo(centers

Childcraft Traditional Refrigerator (centers

Childcraft Solid Hardwood Round Table 22in Height(centers

Indoor/Outdoor Sand and Water Table with Cover Clear(centers

Carpets for Kids Sequential Seating (centers

Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):

- N/A

Resources needed:

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
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<p>List programs that need to be evaluated and what data will be used to monitor and evaluate: Music observations and SLT data will be used Library observations and SLT data will be used</p>															
<p>Middle of the Year Monitoring Results/Areas for Improvement: Both music and library have supported students in building social skills outside a classroom but still in a learning environment. Teachers should continue practicing acceptable social skills and reinforce positive behavior.</p>															
<p>End of the Year Results: Our programs were successful at providing our students with the opportunity to build relationships through collaborative support. Observations and SLT data showed both music and librarian were successful with their students.</p>															

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.

<p>Services Provided by Mental Health Provider(s): Mental Health Provider-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.</p>	<p>Resources needed: Paper Pens Pencils Toner Markers Folders</p>
<p>Services Provided by Counselor(s): Guidance Counselor – 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</p>	<p>Resources needed: Paper Pens Pencils Toner</p>

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individually and in small groups for problem-solving, provides support for teachers to implement Community Circles.	Markers Folders
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Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

Team Reflection:
Our MHP was able to create and fully implement a comprehensive school counseling program using Google Classroom as a resource to help students develop social and emotional skills that are critical for school success.
2021-2022 has been a successful school year for our school counselor. All goals in regards to 504, standardized testing, gifted, and homebound have been achieved. In addition, our counselor visited our classrooms daily to conduct Community Circles and utilized a Google Classroom to support students when needed.

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

<p>Transition Activities for Students:</p> <ul style="list-style-type: none"> • Promotional Preview – 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) • Administrators and parents plan activities and take tours to meet teachers at the Junior High level at the end of the school year for our SWE students. 	<p>Resources needed:</p> <p>Paper</p> <p>Ink</p> <p>Toner</p>
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Parent and Family Engagement Activity:

- **August:** Meet N Greet – 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.
- **May:** Preparing Pre K parents for Kindergarten – A kindergarten teacher from Mayfield goes to the Head Start that feeds into Mayfield to inform and prepare parents for kindergarten expectations. At registration, Head Start has a special day for preparing parents for expectations for kindergarten at Mayfield.

Resources needed:

Paper
 Toner
 Binders
 Highlighters
 Stapler
 Staples
 Nikki Folders
 Post-its
 Paper Clips

Participation Results:

523 Meet N Greet

Feedback from Parents/Families:

Parents enjoyed this event because they were able to see the classroom and meet the teacher. Parents/Families were given a brochure that provided important information for the school year.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

Describe the structure/make-up of your PLC groups:

- Facilitators for PLCs are as follows:
 - Pre K – Principal/EC Coach
 - K-3rd – Instructional Coach with support from Interventionist
 - 4th-6th – Instructional Coach

Resources needed:

Substitutes
 Paper
 Ink
 Toner
 Binders
 Highlighters
 Stapler
 Staples
 Post-its
 Paper Clips

Describe the format of your PLC groups (When? How often? How long?):

- PLCs occur every week for 90 minute sessions
- Teachers attend PLCs every other week

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

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Middle of the Year Reflection/Areas for Improvement:

PLC is providing the support needed to ensure our students are working successfully towards their target.

Discussing interventions based off the data provided weekly

End of the Year Feedback from Teachers:

Teachers were very pleased with the format of PLC this year. They were able to plan with their grade level and an instructional coach using data that had been collected from exit tickets along with weekly and district assessments. In addition, teachers were given a variety of strategies to use in the classroom, resources to target struggling students and support in delivering a lesson.

Areas for Improvement:

Provide an opportunity for teachers to work together across grade levels occasionally.

Working more with ELA components to provide stronger ELA instruction.

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- Mayfield back to school jam
- District Provided Professional
- New Teacher PD

Describe how the Instructional Coach will support your school (if applicable):

- Attend all PLCs
- Model strategies and lessons aligned to school goals in classrooms
- Follow-up in PLCs after modeling lessons

Resources needed:

Substitutes
 Paper
 Ink
 Toner
 Documents Cameras
 Binders
 Highlighters
 Stapler
 Staples
 Post-its
 Sheet protectors
 Paper Clips
 Index Cards

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
*														

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Middle of the Year Reflection/Areas of Improvement:

Teachers would like an opportunity to observe other teachers in their subject area to obtain a stronger foundation in the components of teaching Eureka and ELA guidebooks. Teachers feel the year is progressing in a fashion that will have students reaching their target for the year. The way that math is taught across the board. Doing this will ensure all students from kinder to 5th will be building on knowledge that is consistent from year to year.

End of the Year Feedback from Teachers:

There were many opportunities for educational growth in our subject areas. Math observations and professional developments completed by Eureka facilitators were especially beneficial to learn about the cohesion of math from kinder to 5th. PLCs added additional support with analyzing data from district and weekly assessments. Teachers feel they were provided with support that helped them grow as educators and look forward to continuing next year.

Possible PD needs for next school year:

Eureka Math
Equip
Writing Expressions

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

The SAP committee invites school's stakeholders to participate at multiple meetings for parents:

- Monthly SAP Meetings
- Monthly PTA Meetings

Describe how and when the evaluation results of the school-wide plan are reported to the school's stakeholders (faculty, staff, parents/families, and community members):

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- SAP Evaluation results are reported to the school's stakeholders in multiple formats and at multiple meetings:
- August Faculty Meeting – Draft/Evaluation presented to faculty and staff
- September PTA Meeting – Draft/Final Evaluation presented to all participants
- Open House – Final Evaluation presented to parents at Open House

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- The 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

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Katie Singleton
- Teacher: Dawn DeNardo
- Teacher: Nicole Hibbs
- Teacher: Lisa Catron
- Parent/Family: Samantha Faughm
- Parent/Family: Elizabeth Erkenbrack
- Community Member: Fabian Clay
- Student: Morgan Clay

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Katie Singleton
- Teacher: Amy Hogue
- Teacher: Whitney Harris
- Teacher: Dawn DeNardo
- Parent/Family: Jessica James
- Parent/Family: Debra Manzella

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DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date