

Mayfield Elementary
Pre-K- 6th Grades
Arlana LeBlanc
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2016-2017

1.COMPREHENSIVE NEEDS ASSESSMENT

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
3rd grade showed a strength in DIBELS with 68% of students attaining their benchmark goals and showing a low risk of reading failure in Spring 2016.	1	DIBELS Assessment, Spring 2016
3rd Grade/4th grade levels show a potential strength in math with growth from the 2014-2015 to 2015-2016 school years. 3 rd grade math proficiency scores increased from 83% to 90.5%. 4 th grade proficiency scores increased from 69.8% to 86.2%.	2	PARCC, i-LEAP index scores, 2014-2015
ELA is our subject area of strength showing a gradual increase from 87.0 in 2013 to 93.2 in 2016 based on CRT Index for the whole school.	3	CRT index trend data 2013-2016
Hispanic subgroup of the whole school for both ELA & MATH potential subgroup subject area strength with 90% proficiency in ELA and 85% proficiency in Math for 2015-2016.	4	PARCC 2015-2016
4 th grade math showed a significant increase in the SPS grade level index score in math from 2014-2015 to 2015-2016 with a 28.8 growth going from 77.1 in 2014-2015 to 105.9 in 2015-2016.	5	PARCC, LEAP 2014-2016

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
K-3 rd grade students showed a minimal decrease in the students requiring intensive interventions from Fall 2015 to Spring 2016. The percentages dropped 0 to 3% for students in need of intensive interventions.	1	DIBELS-2012-2015
6 th Grade shows a weakness in math from the 2014-2015 to 2015-2016 school year. Proficiency scores had a decrease of 20.7%, dropping from 69.8% to 49.1%.	2	PARCC/iLEAP 2014-2016
Students with disabilities show the largest achievement gap in ELA and math from 2012-2016. In 2015-2016, the achievement gap was 48.7 in ELA and in math was 45.3.	3	LEAP/2015-2016
Students w/ Disabilities all grades (3,4,5,6) both ELA & MATH shows a weakness. Specifically, 6 th grade showed a decrease of 18.7% in ELA proficiency scores and a	4	PARCC/LEAP/iLEAP 2014-2016

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decrease of 30% in Math proficiency scores from 2014-2015 to 2015-2016.		
Parent/family engagement has still not been at the desired level from 2013-2016. Although there has been a 5% increase in attendance, overall only 28% of our school's population participated in the parental involvement events for the 2015-2016 school year.	5	Event Sign In Sheets
Referrals written for fighting has increased 8% from the 2013-2014 to the 2015-2016 school year.	6	JPAMs behavior data reports, referrals 2013-2016

GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May, 2017, K-3 rd grade students will show 5% decrease in the number of At Risk students on the DIBELS assessment from Fall 2016 to Spring 2017.
2 By May, 2017, students with disabilities will improve their ELA and math proficiency scores by improving from 41.3% to 51.3% in ELA and 39.7% to 49.7% in math.
3 By May, 2017, students with disabilities will decrease the achievement gap in ELA from 48.7 to 40 and math from 45.3 to 40.
4 By May, 2017, the whole school CRT index will improve in social studies from 74.8 to 82.1.
5 By May 2017, 6 th grade students will improve their percent proficient score by 10% on the state assessment from 49.1 to 59.1 in math.
6 By May 2017, students will improve their percent proficient score by 10% on the state assessment from 71.1 to 78.2 in Math
7 By May, 2017, there will be an increase in parental participation at school events from 28% to 33% as evidenced by sign-in sheets.
8 By May, 2016, the MHP program will attain an 80% success rate for students seen by MHP when evaluating for decrease in discipline referrals and maintain or increase satisfactory academics as evidenced by JPAMS data.

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

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

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3. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p>PLC- The principal leads PLCs. Substitutes are provided for teachers in grades Kindergarten through 6th to attend weekly, hourly meetings during the first quarter, and then bi-monthly, hourly meetings for the remainder of the school year. Occasionally, District Personnel will attend our PLCs to provide information and guidance. PLC PD is focused on improving student performance in all subjects, particularly math and ELA. Teachers are expected to analyze data and develop appropriate instruction and assessments for improving math and ELA instruction. For younger grades, DIBELS assessments are also analyzed.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Substitute salary and benefits</p>
<p><i>If you have an Instructional Coach, describe in detail her duties and responsibilities</i></p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development •Attend Louisiana Math Conference •School-to-School Collaboration with feeder schools 	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Teacher stipend pay and benefits Substitute salary and benefits.</p>

4. PARENT/FAMILY ENGAGEMENT: What strategies/activities do you employ to increase parent/family engagement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.		
<p>◆Describe how parents/families will be involved in the ○design, ○implementation, and ○evaluation of the ENTIRE TITLE I schoolwide program.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity: TEACHER WEB Student Agendas Bear Paw Envelope Postage</p>

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<p>◆ Parents/families are involved in the design and implementation of the school wide program through parent/family representation on the parent/family engagement Committee. That committee develops the Parent/family engagement Plan for our school and ensures its implementation. We also have a parent/family representative on our Title I Committee assist with the decision making process for the budget and the school improvement plan. These parent/family Title I members also report out to the PTA and other stakeholders during monthly PTA meetings.</p> <p>◆ Parents also help to implement the plan through volunteering at the school, attending PFE events and through participation in the PTA.</p> <p>◆ Parents complete the Parent/family engagement spring survey each year as a part of the evaluation of the program. Parents are also invited to comment on the school’s website. Parents complete Tickets-out-the-Door and/or short surveys after each parent/family engagement activity. In the spring, parents are asked to evaluate the Title I program here at Mayfield by completing an evaluation form on paper or on the computer through the use of an online survey. Parents are also invited to attend a meeting at the end of May to review/revise the draft of the Title I Program evaluation prior to dissemination to the stakeholders.</p>	<p>___ IDEA ___ Title III ___ Bond Money ___ Other</p>	
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> ○ <i>Parent/family engagement Policy/compact; March 2017</i> ○ <i>PFE Plan, March 2017 review and revision, at PFE committee meetings where events are discussed throughout the year.</i> <p><i>School Improvement Plan.</i> November/December 2016 writing/revising the SIP; May 2017; review / revise draft of Title I Program evaluation.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___x___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <p>◆ Parents receive timely information about the Title I program through our website and in-person at meetings. The presentation of the video to inform parents about the Title I program is presented over the broadcast system during our Open House at the beginning of the year. Mayfield’s website also has a Parent Link which includes the video and information about the Title I Program that is there throughout the school year for new parents.</p> <p>We promote parent/family engagement through communicating to parents/families through the school webpage and the Mayfield’s Bear Paw Envelope which goes home weekly. This communication includes current information, important dates and reminders about surveys for feedback.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe how parents/families will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>◆ Curriculum Assessments-Mayfield holds Meet and Greet Night, Open House and Title I Parent Nights to keep parents/families informed about the curriculum, assessments and proficiency levels their children need to meet. Information also goes home in the weekly “Bear Paw” envelope and is housed on the parent link of our school website.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Bear Paw Envelope TEACHERWEB</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents/families in need of translation services contact the school and a conference is set-up to discuss results.</p>	<p><u> X </u> Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>

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	___ Other	
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parent/family engagement and interest in the education of their children.</p>	<input checked="" type="checkbox"/> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other.	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents/families information on how to access the curriculum. This information will be provided to parents/families at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ Parents/families are encouraged to attend through <u>calls and/or written invitations</u> them to attend to all educational, decision-making conferences. Meetings are scheduled around parent availability. Parents who RSVP to events will be encouraged to attend with the ability to enjoy preferential seating at events. If parents/families are unable to attend, phone conferences are conducted.</p> <p>◆ Decision-making opportunities for parents/families include:</p> <ul style="list-style-type: none"> *SAT meetings *IEP meetings *Parent Conferences *Survey about specific decisions (as needed) *Comments about plans posted on school website 	<p>10. BUDGETS used to support this activity:</p> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe specific training activities (at least all 6 from Title I Application PFE Plan)</i></p> <p>◆ Training opportunities for parents/families will include:</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I ___ GFF	<p>Item(s) to be purchased to support this activity:</p> <p>Materials and supplies</p>

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<p>*Writing for the Future - Pre-K 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.</p> <p>*Tech or Talent Family Night - Parents will learn about the various types of technology used in their classrooms to for math, social studies, and science instruction to enhance learning. Parents will learn how to utilize Study Island, the online textbooks, and Typing Agent.</p> <p>*Reading Focus on the Future - Kindergarten through third grade Parents will learn about ways to promote reading through in-school Title I funded activities: AR / Burst. They will also learn ways to promote reading at home.</p> <p>*Test Prep for the Future / Online Testing Fifth and sixth grade parents will learn about ways to incorporate math and reading test strategies with technology at home. Parents will also learn about the latest developments and expectations of online testing and computer skills (drag & drop, split screen reading, etc.) that students will be required to apply when completing computer based assessments.</p> <p>*Test Prep for the Future - Third and fourth grade parents will learn about the rigor and expectations for the upcoming standardized testing in the spring. Parents will acquire reading and math skills to use with children at home to better prepare them for testing and excel in the classroom.</p>	<p>___SRCL ___Title II ___LA4 ___IDEA ___Title III ___Bond Money ___Other</p>	<p>for meetings and events for activities during Parent Nights (card stock, art supplies, paper, pencils, crayons) Post cards</p>
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<p>*Meet and Greet-Parents/families attend sessions in their child’s classroom with the teacher to learn about expectations for the year, information about the curriculum and other important information about the upcoming school year.</p> <p>*Parent Social Parents/families teachers, and administrators gather to promote PFE at school 2 times each year. Parents/families are invited and a question/answer session about math and literacy programs is held.</p>		
<p>◆ <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky’s folders, communication binders, agendas, etc.</i></p> <p>Communication strategies include TEACHERWEB, agendas, Bear Paw Envelope, Take Home Folder, school web site, robo calls</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>TEACHERWEB Agendas Bear Paw Envelope</p>

<p>5. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list at least one for incoming and one for outgoing students.</p>		
<p>Incoming students of our Pre-K program attend Pre-K orientation. The Assistant Principal attends meetings at the Headstart Program to answer questions that prospective parents/families may have.</p> <p>Incoming students for kindergarten attend one-on-one meetings with their teacher before the beginning of school, to meet the teacher and for screening.</p> <p>Mayfield holds Meet and Greet opportunities prior to the start of school for all students to meet their teachers and receive information specific to their</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>postage</p>

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<p>new grade and class. Mayfield encourages students to participate in the Summer Reading Program by reading and using AR to earn points from tests throughout the summer break.</p>		
<p>Outgoing students who will be moving on to Junior High will attend events with presenters from Slidell Junior High School (our feeder school) on Mayfield's campus towards the end of the 3rd Quarter.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

<p>6. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to PM these students to ensure interventions/lessons are addressing student needs •BURST data is used to form BURST groups for interventions and determine the individual learning needs of each student. •STAR Reading measures students' grade equivalent levels to assist students and teachers in choosing appropriate books for reading. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<ul style="list-style-type: none"> •Achieve 3000 measures students’ current Lexile levels to determine students’ comprehension needs. •Study Island data is used to measure students’ progress and support students’ mastery of skills in ELA and math. 		
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<p>7. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school’s MHP plan) MHP: Due to the transient and often unstable environments that many of Mayfield’s students experience, a Mental Health Provider will work with students for 19 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Kerri Soo) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Kerri Soo will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student’s situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p> <p>Interventionist: The interventionist assists with administering screening and progress monitoring assessments (DIBELS and BURST assessments). In addition, the interventionist assist teachers with using data to determine appropriate interventions</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> X </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>MHP Salary and Benefits</p> <p>Interventionist Salary and Benefits</p>

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<p>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.</p>		
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Mayfield participates in PBS at the school, classroom and individual student level. The PBS committee meets monthly to review data, plan activities, etc. The vision statement we have created for PBS at Mayfield is: PBS will develop and sustain the character traits of our students, to encourage them to build relationships and have a sense of belonging within our school and community, so that they can become successful, responsible, caring, and involved citizens. Our PBS school-wide incentive is our “Bear Hug” reward program. Students receive Bear Hugs (small certificates) for following school-wide expectations. Each month on Bear Hug Reward Day, students redeem their hugs for privileges which they have voted on. Post cards are sent to students throughout the year by their teachers to recognize accomplishments and strengths in the classroom. Lesson plans have been developed to support teachers in instructing students on the rules and expectations in the classroom, hallways, playground, etc. Each classroom participates in Community Circles or Morning Meeting to develop a sense of community within the classroom. Restorative Practices (which includes Community Circles, Problem Solving Circles and Low-Level Problem Solving strategies) has been established at Mayfield. The expectation for success is a decrease in the number of discipline referrals from the prior year.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Postage Prizes Post Cards</p>
<p><u>Instructional Program Enhancements</u> <i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of</i></p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity: Salaries and benefits for</p>

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<p><i>lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p>•Nicole Favre, a Pre-K teacher and her paraprofessional, Wendi Bowman, are used to enhance the academic potential of Pre-K students who have been identified as economically disadvantaged and/or at risk for academics.</p>	<p><input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>teacher, para and subs</p>
<p><u>Helping Hands Tutoring Programs-Pull out- Include names of timesheet personnel hired to do this program.</u></p> <p><i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i></p> <p>Rose Kuhnell, Maureen Moser</p> <p>Mayfield employs two certified tutors to work with 4th and 5th grade students who are at risk for poor performance on state assessments. The tutors will use Achieve 3000 to provide reading comprehension interventions.</p> <p>1-Students are identified to participate by teacher recommendation based on poor classroom performance, DAZE scores, and previous low scores on state assessments. 2-Students are progress monitored using Lexile levels for BOY, MOY, and EOY. Results are shared with teachers and administration. 3-The tutoring program is evaluated using data obtained through Lexile levels.</p> <p><u>SRA Tutoring:</u></p> <p>Tiffany Killian, Jaimie Moore, and Crystal Rico</p> <p>SRA tutors provide corrective reading interventions with students who are reading at two to three grade levels below their current grade level.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials to support the</p> <p>Test preparation materials</p> <p>Stipend for teachers (Time Sheet/hourly pay</p> <p>Salary and benefits for tutors.</p>

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<p><u>BURST Tutoring-Push-in-</u> <i>Include names of timesheet personnel hired to do this program.</i></p> <p><i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i></p> <p>Joy Nesbitt, Crystal Rico, Tiffany Killian, Danah Beasley, Cristin Naquin The BURST tutors are provided for grades K-3. 1-Students are identified for the tutoring program by Intensive/Strategic Dibels scores and teacher recommendation. 2- Teachers progress monitor students in the program weekly using Dibels Progress Monitoring Probes. 3-The BURST tutoring program will be evaluated using BOY, MOY and EOY benchmark scores to see what growth was obtained.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials to support the program</p> <p>Stipend pay and benefits for five helping hands</p>
<p><u>Technology Resources and Personnel (include names):</u></p> <p><u>General Technology</u> to increase engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops</p> <p>HP touchscreen laptops for kindergarten</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.</p> <p>Stipends for teachers for technology setup before school begins.</p>
<p><u>Technology Interventions/Progress Monitoring STAR testing</u> – STAR tests are used in conjunction with the AR program to assess the reading level of students. All students starting in mid-first grade are tested with STAR each 9-week period. These results are used to inform teachers of a student’s growth in reading level and to determine</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Study Island, STAR/AR, Starfall, Reflex Math, Gizmos, Fast Forward</p>

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<p>the students' AR level.</p> <p>AR (Accelerated Reader) - All students in first through sixth grade participate in the AR program. This program is designed as a reading incentive program, promoting reading and the development of improved reading skills.</p> <p>Achieve 3000 - 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.</p> <p>BURST – The BURST reading program is designed to give students the foundational skills needed to read independently and become successful readers. Students who identify as strategic or intensive on the DIBELS assessment are selected to participate in the program. Students are progress monitored weekly. The program is evaluated through the PM data collected.</p> <p>Gizmos – Gizmos is a research-based computer program which has a cadre of math and science lessons which can be used for whole class instruction, individual student instruction or as an intervention. Students may be selected for the program based on a single skill deficit or through the TAT or SAT process. Students using the program as an intervention are progressed monitored weekly using a skills-based PM tool. The program is evaluated through usage reports and through the PM data collected.</p> <p>Fast Forward - a research-based computer program designed to improve reading and language development. Students are selected for participation through the speech-therapy program and/or the TAT or SAT process. Students are progress monitored using several tools including</p>	<p><input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	
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<p>Dibels progress monitoring probes and language assessments. The program is evaluated through progress monitoring data, and tracking data built into the program.</p> <p>Study Island- Study Island is an online standards mastery and test preparation program built from state standards. This dynamic self-paced program allows teachers to customize instruction to students’ needs while allowing students to study in standard test format, interactive game mode or using interactive response systems.</p> <p>Starfall- On the Starfall website and in Starfall classrooms, children have fun while learning in an environment of collaboration, wonderment, and play. We teach through positive reinforcement to ensure children become confident, intrinsically motivated, and successful.</p> <p>Reflex Math-helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.</p>		
<p><u>Special Education Subgroup Data</u> Mayfield’s SWD subgroup has declined across subjects and grade levels last year. The SWD scores are significantly lower than any other subgroup. The Achievement Gap for SWD in ELA is 48.7 and in Math is 45.3.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Special Education Program Design</u> In order to be sure all of our SWD’s needs are met, our special education program design includes the full range of services based on individual student needs. Some students participate in full inclusion, some in part inclusion and part pull-out resource. Other students participate in pull-out resource only and some students are self-contained in a moderate</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Reflex Math ReadWriteGold Achieve 3000 Starfall Study Island BURST</p>

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classroom.	<input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
<p><u>Classroom Size Reduction Teachers</u> (if applicable) <i>Title I or Title II (include names)</i> <i>State grade and how data supports this decision</i></p> <p>Aimee Herrera Title I Teacher is used in a CSR capacity in 5th grade based on traditionally low scores in that grade level. The student ratio with this teacher is 25:1. The student ratio without this teacher would be 30:1.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Teacher and substitute salary with benefits</p>
<p><u>Curriculum Enhancements</u></p> <ul style="list-style-type: none"> Field Trips will enhance student learning through real-world experiences of course content. <p><u>After school tutoring:</u> Classroom teachers in grades 2nd through 6th serve as after-school tutors for students who scored approaching basic or basic on standardized testing to increase the potential for achieving basic or mastery. The program begins in December and continues until testing. Students are identified by teacher recommendation, grades and/or past performance on previous standardized tests. The program is evaluated by performance on benchmark testing from mid-year to end of year. The expectation for success is for students to achieve a score of basic or mastery on state assessments. For 2nd and 3rd grade students, success will be measured through DIBELs scores.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Teacher with Stipends (Timesheets/Hourly Pay)</p>

8. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA Food Services-All students whose income qualifies them for free/reduced meals participate 	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> Tutoring Clothing School supplies Field trip fees

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<p>in the Federal Food Service program.</p> <ul style="list-style-type: none"> • Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. • Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. • Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents/families. 	<p> <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<ul style="list-style-type: none"> • Summer school fees • MHP services • Community Resource Connections • Meals • Services of the LEP para and LEP tutor
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<u>9. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u>		
<p>The Title I Committee meets and discusses all of the following: <u>For each section below , be sure to include:</u></p> <ul style="list-style-type: none"> ◆ what data will be collected, ◆ who is responsible for collecting the data, ◆ when will it be collected, ◆ how will it be manipulated and ◆ who will write the final report. 	<p>10. BUDGETS used to support this activity:</p> <p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Overall</u>-The school's performance on standardized test scores/ DIBELs scores</p>		<p>Substitutes salary for School improvement committee to work on final plan</p>
<p><u>Helping Hands Tutoring Program</u></p> <p>Mayfield employs two certified tutors, Kuhnell and Moser, to work with 4th and 5th grade students who are at risk for a poor performance on state assessments.</p> <ul style="list-style-type: none"> • Beginning Lexile measures of students receiving tutoring interventions will be collected on a spreadsheet. • Tutors will progress monitor monthly and record data on a spreadsheet. 		

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<ul style="list-style-type: none"> •Students who meet Lexile growth expectations by the end of the year will receive a score of “1,” students who do not meet Lexile growth measures will receive a “0.” •Percent success will be reported by grade and overall for the program. •The final data will be delivered to the Title I Committee who will write the summary paragraph for the evaluation draft. 		
<p><u>BURST Program-Nesbit, Rico, Killian, Beasley</u></p> <ul style="list-style-type: none"> •80% of students in tutoring programs will “lessen the achievement gap” BOY to MOY or BOY to EOY. •Jessica Robicheaux will be responsible for completing the district developed template and entering students in the program at the beginning of the year. •DIBELS data will be entered BOY, MOY, and EOY according to written instructions. •Student additions to the program will be entered according to written directions. •At the end of the year, students demonstrating more than 1 year of growth (closing of the achievement gap) will receive a 1, others will receive a 0. •Percent success will be reported by grade and overall for the program. •The final data will be delivered to the Title I Committee who will write the summary paragraph for the evaluation draft. 		
<p><u>After-school Tutoring Program</u></p> <ul style="list-style-type: none"> •For each student participating in the Afterschool tutoring program, the tutor will be required to keep a spreadsheet with student Benchmark Assessment Data. •Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. •A percentage of successful students will be 		

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<p>determined for subject.</p> <ul style="list-style-type: none"> •The program will be considered successful if 80% of the students meet Benchmark Assessment in MATH and ELA. (An evaluation for each subject will be completed.) •The completed spreadsheets are due to the Title I Committee after all tutoring has been completed. •The Title I Committee will write the final paragraph and submit it to the administration by the end of May. 		
<p><u>Pre-K Program-Farve and Bowman</u></p> <ul style="list-style-type: none"> •For each student participating in the Title I Pre-K Program, the teacher will be required to keep a spreadsheet with, ELA EOY SLT info on each student. •Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. •A percentage of successful students will be determined for the class. •The program will be considered successful if 80% of the students meet their SLT. •The completed spreadsheet is due to the administration as soon as final SLT data is collected. •The Title I Committee will write the final paragraph and submit it to the administration by the end of May. 		
<p><u>CSR-Teacher-Herrera</u> Pupil teacher ratios will be calculated for the grade serviced by this federally funded teacher to determine impact on student learning.</p>		
<p><u>Study Island-Grades 1-6</u></p> <ul style="list-style-type: none"> •For each student participating in the Study Island as an intervention, the teacher will be required to keep a spreadsheet with, ELA and/or Math BOY diagnostic scores. •Students will complete the posttest at the 		

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<p>end of the year.</p> <ul style="list-style-type: none"> •Students who score at least 75% on the posttest will be considered successful and given a “1”. Those not reaching a score of 75% will get a “0”. •A percentage of successful students will be determined for each class in each subject. •The program will be considered successful if 80% of the students achieve a score of 75% on the posttest in MATH and/or ELA. (An evaluation for each subject will be completed.) •The completed spreadsheets are due to the Title I Committee at the beginning of May. •The Title I Committee will write the final paragraph and submit it to the administration by the end of May. 		
<p><u>STAR/AR-2nd -6th grades</u></p> <ul style="list-style-type: none"> •The Librarian will print STAR Reading Growth Report from the program showing BOY and EOY GE STAR test results. •Expected growth for a student is 0.7 years. •If the student makes the expected growth, they will score a 1, if not they score a zero. •At the bottom of each page, the number of points will entered as well as the total number of students. •This data will be compiled on a spreadsheet for the entire school. • The success rate for the program is calculated by totaling the number of points scored and dividing it by the number of students in the program. •A success rate of 75% is set for this program. 		
<p><u>Parent/family engagement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •The percent of parent/family engagement is 		

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<p>calculated after each event. We set a goal of 33% for parental participation. Sign in Sheets from Title I Events are used for data.</p> <ul style="list-style-type: none"> •Data is collected at various events throughout the year. •The number of actual signatures will be entered on a spreadsheet and the total number of potential signatures will be entered in the second column. •Each column will be totaled and the first column will be divided by the second column to determine the % participation. •Members of the Title I Committee are responsible for collecting the data. •Final reports are compiled by the SIP committee. 		
<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •The goal of the MHP is to decrease referrals and show academic improvement •The MHP will complete the STPSB 2016-2017 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to the administration no later than 1 day after the end of the third nine week period. •Student can earn up to two points, 1 for improved or stable satisfactory academics (ELA and math) and 1 for decrease in referrals as year progresses. •The total number of points are tallied and divided by two times the number of students to get the percent success. •Programs will be considered successful if the program has an 80% success rate. 		
<p><u>Professional Development-Grades K-5</u></p> <ul style="list-style-type: none"> •The professional development program will be evaluated using SLT data. 		

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<ul style="list-style-type: none"> •All teachers participating in the PD program will be required to keep a spreadsheet with each student’s beginning or MOY benchmark testing with EOY benchmark testing. •Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. •A percentage of successful students will be determined for each teacher. •These spreadsheets will be submitted to the AP who will enter the % success for each teacher on her spreadsheet. Teachers with a 70% success rate will be given a “1” and others will receive a “0”. •The PD program’s goal is for 85% of the teacher SLT’s to meet the target set for evaluating the PD program. 		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>? <i>What are the schools going to do, when and by whom?</i></p> <p>The SIP committee will report the final results to the faculty at the August 2017 faculty meeting using a PowerPoint.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS/FAMILIES</u>? <i>What are the schools going to do, when and by whom?</i></p> <p>Results of the assessments are reported at the PTA meeting in September 2017 by administration.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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DISTRICT ASSURANCES

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

- I assure that the school-level personnel, including subgroup 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, which should include the following data analysis information:
 - Data Triangulation
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional development components aligned with assessed needs
 - Plans for transitioning preschool children to local elementary school programs
 - Family and community engagement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget
 - An 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.

Superintendent's Signature

Date

Principal's Signature

Date

Chairperson, School Improvement Team

Date