

Manassas City Public Schools
Mayfield Intermediate
2023-2024 School Improvement Plan



Mission Statement

Manassas City Public School's Mission Statement

As architects of achievement, we will leverage the unique characteristics of our diverse community by providing a supportive, equitable, and innovative learning environment in partnership with families to empower students to reach their fullest potential.

Mayfield Intermediate School's Mission Statement

Mayfield Intermediate will provide and foster a culturally inclusive environment that promotes respect, empathy and responsibility through engaging, student-centric learning opportunities.

Vision

Manassas City Public School's Vision

Each MCPS graduate will be prepared to maximize their potential as a member of the global community.

Mayfield Intermediate School's Vision

Every Mayfield Intermediate student will engage in learning opportunities that cultivate and celebrate citizenship, creativity, critical thinking, collaboration, and communication in every classroom, every day.

We Believe

Manassas City Public School's Belief Statement

We Believe...

Diversity is our strength.

All students have a unique purpose, passion, and talent.

All students will be recognized, valued, respected, and celebrated for who they are.

In fiscally supporting intentional systems for success in an environment conducive to learning.

Decisions must be driven by research, current best practices, a continual cycle of data analysis, and responsive decision-making.

Student learning must include opportunities for critical thinking, collaboration, communication, creativity, citizenship, and literacy.

Partnering with all families, students, and community members is a valued and necessary component of a successful school community.

Clear, supportive communication empowers our families to be members of our learning community and provides an understanding of common goals.

Students will reach their full potential through intentional planning and high-quality instruction.

All students will graduate on-time with the tools, skills, and knowledge to have choices for their future.

Every student and educator will have a safe and emotionally supportive learning and working environment.

All Manassas City Public Schools employees are educators.

Excellence in education is paramount to the success of the City of Manassas.

Mayfield Intermediate School's Belief Statement

At Mayfield Intermediate School, we believe:

**Empowered People Innovate and Inspire
Everyone is a Learner
Relationships are Essential
Attitudes Drive Outlook
Self-Reflection is Key to Growth**

CNA Executive Summary

Campus Information

Mayfield Intermediate School is one of nine Manassas City Public School system schools. The school is located in the City of Manassas. The school is home to 414 5th-grade students and 441 6th-grade students. Students come to Mayfield Intermediate School from five different elementary schools that are part of MCPS. The school is staffed with 101.90 staff members. The 101.90 staff members include licensed and non-licensed staff members.

Demographics

Mayfield Intermediate School is the academic home to a diverse student population. The student body demographics for Mayfield Intermediate consists of 70.1% Hispanic, 10.6 white, 8.9% black, 6.8% multiple races, 3.2% Asian, and <1% percent American Indian. 8.5% of our student population are students with disabilities. 47.9% of students come from economically disadvantaged living situations. 63.2% of students are considered English language learners.

Introduction/School Summary

Mayfield Intermediate School is a fully accredited school of Manassas City Public School. Mayfield Intermediate School opened in 2006 and currently has 845 students in the 5th and 6th grades.

Instructional Overview

Mayfield Intermediate School has 410 instructional minutes per day. Based on the academic needs of the students at Mayfield Intermediate School, the students receive 100 minutes of daily language arts instruction and 100 minutes daily of mathematics instruction. Social Studies and Science courses are offered to students on an every-other-day pattern for 45 minutes per session. A 30-minute targeted support block that provides intervention and enrichment opportunities is also part of the academic day. Encore classes (Health and Physical Education, Art, Music, and STEM/Library) provide our students extensions to their core classes, English and language arts, math, science, and social studies subjects. Social-emotional learning time is built into the homeroom and consists of 15 minutes. This 15-minute timeframe permits teachers to engage their class in community-building routines and rituals that enhance the classroom environment. Lunch and recess account for 50 minutes per day.

Each grade level has 16 homerooms with class sizes ranging from 25 to 29 students. Homeroom teachers work in collaborative pairs in a semi-departmentalized teaching approach. One teacher provides instruction focused on English and social studies, while the other partner teacher provides instruction in mathematics and science.

Description of Extended Learning Opportunities

Mayfield Intermediate School is proud of the vast learning opportunities. All 850 students at Mayfield Intermediate participate in a targeted support block developed to meet each student's academic needs. Foundational literacy skill deficits are an area of need for our students. 29% of the students participate in a targeted support block that focuses on building students' phonological and orthographic awareness. The remaining 71% of students not identified as needing our foundation reading skills are provided targeted support and extended learning opportunities in mathematics.

Additionally, students at Mayfield Intermediate School participate in an extensive encore program. Every day, students participate in 70 minutes of encore classes. The encore class schedule is based on a four-day rotation. The four-day rotation consists of health and physical education, art, STEM and library, and a choice of a performing arts class. All students in the school participate in a musical performing arts class. Students choose between three music classes: chorus, orchestra, or band. All students are provided an art class as an encore. Health and physical education classes are available for all students. STEM classes allow students to apply the scientific method and engage in problem-solving scenarios. The library provides students with an additional 70-minute instruction block focused on building literacy skills.

Our school is fortunate to have an extensive after-school program led by a large group of staff members who provide their time and knowledge to extend student learning opportunities. All students in 6th grade have the chance to participate in extra-curricular athletics at Metz Middle School. Mayfield Intermediate offers students a variety of clubs and activities: VEX Robotics, Games Club, Dance Club, Cheerleading Club, Art Club, Spirit Club, Basketball, and Building Club, to name a few. The school provides after-school transportation for all students interested in participating in one of the many offerings.

In addition to after-school clubs and activities, Mayfield Intermediate School is developing after-school academic support for our students who require additional support to be successful on grade-level material. An Algebra Readiness intervention plan is being developed for students in 6th grade who have been identified as "at-risk" for not passing the Algebra 1 SOL assessment. Students will receive two hours of additional weekly support focusing on algebra readiness skills.

Areas of Strengths

Mayfield Intermediate School is fully accredited based on Spring 2023 assessments. Mayfield Intermediate is fully staffed with certified teachers, paraprofessionals, and administrative associates. A fully staffed school permits the school to optimize the master schedule and ensure students receive instruction from highly qualified educators.

Students at Mayfield Intermediate School are provided extensive opportunities to participate in extra-curricular clubs and activities throughout the school year.

Areas of Challenge

Mayfield Intermediate has level 2 school quality indicators for chronic absenteeism. Additionally, students perform below the state average on VDOE SOL assessments in all core content areas except for Grade 6 Math.

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Comprehensive Needs Assessment

Domain 1: English Language Arts

Domain 1: English Language Arts Summary

Mayfield Intermediate School is the academic home to 425 fifth-grade and 424 sixth-grade students. Based on the preliminary VDOE SOL assessments administered in May 2023, 58.23% of our students passed their Reading SOL.

The breakdown of pass rates by student group is:

Test Name	Total Test Takers	Total	EL	SPED	Asian	Black	Hispanic	White	Multiple Races
Reading	798	58.22%	50.18%	32.76%	85.19%	63.08%	50.26%	90.24%	76.47%
Math	819	60.51%	55.69%	32.72%	88.89%	66.15%	54.68%	81.93%	72.22%
Science	418	48.56%	40.35%	22.22%	92.31%	45.71%	41.83%	88.24%	58.62%

COHORT DATA

The current cohort for 5th grade had a 56% pass rate based on the VDOE Reading SOL assessments administered in Spring 2023 of their 4th-grade year. The current cohort for 6th grade had a 54% pass rate based on the VDOE Reading SOL assessments administered in Spring 2023 of their 5th-grade year.

Domain 1: English Language Arts Strengths

Students at Mayfield Intermediate School participate in 100 minutes daily of English and language arts instruction. Teachers and staff have participated in multiple pieces of training that focus on fostering learning environments focused on student collaboration and engagement. Additionally, teachers use various assessment tools to monitor student progress throughout the school year. Mayfield teachers are well-versed in administering the Developmental Word Knowledge Inventory and interpreting the results to create differentiated, student-centered groups that focus on providing foundational literacy instruction for students. English and language arts teachers participate in weekly Collaborative Learning Team meetings that focus on unpacking standards and framing instruction. Teachers are developing common assessments to monitor student learning and analyze student data throughout the school year.

Areas of Concern Identifying Domain 1: English Language Arts Needs

Area of Concern 1 (Prioritized): Student performance is below grade-level expectations for foundational reading skills **Root Cause:** 97 Students (11% of Students) are identified as phonetic spellers based on the Developmental Word Knowledge Inventory. An additional 149 students (18% of Students) are identified as transitional spellers based on the Developmental Word Knowledge Inventory.

Area of Concern 2: Students who have been receiving ESOL support are not making adequate progress and becoming identified as long-term ELs **Root Cause:** Mayfield Intermediate School has 318 students who currently are level 1-4 based on the WIDA ACCESS assessment and receive ESOL Support. An additional 160 students are level 5 and 5 based on the WIDA ACCESS and are on monitor status. ESOL Levels: A1-Initiating-4 Students A3-Engaging-1 Student 1-Entering-26 Students 2-Emerging-48 Students 3-Developing-169 Students 4-Expanding-58 Students

Area of Concern 3: Student's reading levels are below grade level based on the SRM.

Domain 2: Mathematics

Domain 2: Mathematics Summary

Mayfield Intermediate School is the academic home to 432 fifth-grade students and 440 sixth-grade students. Based on the VDOE SOL assessments administered in May 2023, 60% of students met the proficiency level on the mathematics SOL assessment. The pass rates varied by grade level, with 5th grade having a pass rate of 55% and 6th grade having a pass rate of 67% on the VDOE SOL assessment.

The breakdown of pass rates by student group is:

Test Name	Total Test Takers	Total	EL	SPED	Asian	Black	Hispanic	White	Multiple Races
Reading	798	58.22%	50.18%	32.76%	85.19%	63.08%	50.26%	90.24%	76.47%
Math	819	60.51%	55.69%	32.72%	88.89%	66.15%	54.68%	81.93%	72.22%
Science	418	48.56%	40.35%	22.22%	92.31%	45.71%	41.83%	88.24%	58.62%

COHORT DATA

The current cohort for 5th grade had a 52% pass rate based on the VDOE SOL assessments administered in Spring 2023 of their 4th-grade year. The current cohort for 6th grade had a 55% pass rate based on the VDOE SOL assessments administered in Spring 2023 of their 5th grade year.

Domain 2: Mathematics Strengths

Students at Mayfield Intermediate School participate in 100 minutes daily of mathematics instruction. Teachers and staff have participated in training on the math workshop model, focusing on small-group instruction. Number sense routines have been established for daily practice for students to build on their foundational math skills and knowledge. Math teachers participate in weekly Collaborative Learning Team meetings that focus on unpacking standards and framing instruction. Teachers are developing common assessments to monitor student learning and analyze student data throughout the school year.

Areas of Concern Identifying Domain 2: Mathematics Needs

Area of Concern 1 (Prioritized): Math performance is low in foundation math skills. **Root Cause:** Students' performance in the area of number sense has been identified as a critical contributing factor to low foundational math skills.

Area of Concern 2: Students are performing below grade level on diagnostic assessments. (IXL, VGA, SOL Scores, fluency facts) **Root Cause:** * Numerical Reasoning *

Area of Concern 3: Students become frustrated and become disengaged with academic assessments due to the length and academic rigor. **Root Cause:** The students have had a lack of educational continuity in their young academic careers. Learning was interrupted due to the COVID-19 pandemic, and students are still acquiring foundational skills that tend to be taught and acquired at the primary grade levels. Additionally, a large percentage of the students who enter Mayfield Intermediate School have lacked previous academic success.

Domain 3: Science

Domain 3: Science Summary

Mayfield Intermediate School is the academic home to 440 fifth-grade students and 398 sixth-grade students. Based on the VDOE SOL assessments administered for grade 5 science in May 2023, 49% of students met the proficient level.

Domain 3: Science Strengths

Science teachers participate in weekly Collaborative Learning Team meetings that focus on unpacking and framing instruction for the science standards in 5th grade and reviewing science standards from previous grades. Teachers are developing common assessments and analyzing student data to monitor student learning throughout the school year. The school division's supervisor for science instruction has been actively participating in the CLT meetings, providing feedback and assistance with developing rigorous common formative assessments. Teachers are utilizing the STEMScopes science program that offers students opportunities to engage in hands-on learning experiences through science labs.

Areas of Concern Identifying Domain 3: Science Needs

Area of Concern 1: 49% of students met the proficient level according to the Virginia Department of Education Standard of Learning Assessments **Root Cause:** The 5th-grade Virginia Department of Education Science assessment is a culmination of two years of science curriculum assessed at the end of the 5th-grade school year.

Area of Concern 2: Students have a difficult time applying the information learned in class to the SOL assessment. **Root Cause:** * Academic Language * Reading Intensive * Assessments lack application * Connecting STEMScopes labs to reading and mathematics

Area of Concern 3: 4th grade content **Root Cause:** *

Domain 5: Other Academic Area(s)

Domain 5: Other Academic Area(s) Summary

Mayfield Intermediate School is the academic home to 440 fifth-grade students and 398 sixth-grade students. Based on the ACCESS exam developed by the WiDA consortium, 318 students in Mayfield Intermediate School receive ESOL support.

Mayfield Intermediate School has 318 students who currently are level 1-4 based on the WIDA ACCESS assessment and receive ESOL Support. An additional 160 students are level 5 and 5 based on the WIDA ACCESS and are on monitor status.

ESOL Levels:

- A1-Initiating-4 Students
- A3-Engaging-1 Student
- 1-Entering-26 Students
- 2-Emerging-48 Students
- 3-Developing-169 Students
- 4-Expanding-58 Students

Domain 5: Other Academic Area(s) Strengths

Mayfield Intermediate School has created a master schedule for our ESOL teachers that enhances the instruction in science and social studies classes. ESOL teachers provided education and support in these two content areas that rely heavily on language acquisition. Additionally, our ESOL teachers are part of the Collaborative Learning Teams in all four content areas and act as opportunity agents for providing instructional strategies found in the ELLevation program.

Our Level 1 and Level 2 ESOL students receive 100 minutes of English and Language arts instruction in a sheltered class setting that focuses on increasing students' language acquisition. The Level 1 and 2 classes are taught by a highly-qualified ESOL teacher who utilizes a curriculum designed for English Language Learners.

Areas of Concern Identifying Domain 5: Other Academic Area(s) Needs

Area of Concern 1 (Prioritized): Student performance is below grade-level expectations for foundational reading skills **Root Cause:** 97 Students (11% of Students) are identified as phonetic spellers based on the Developmental Word Knowledge Inventory. An additional 149 students (18% of Students) are identified as transitional spellers based on the Developmental Word Knowledge Inventory.

Area of Concern 2: 19% of our student population was chronically absent during the 2021-2022 school year. **Root Cause:** Lack of Attendance Awareness among staff, students, and families.

Area of Concern 3: Providing Support services for ELs and Special education students **Root Cause:** Master Schedule

Domain 7: Commitment to Professional Learning

Domain 7: Commitment to Professional Learning Summary

Mayfield Intermediate School is in year one of implementing the Cycle That Works process focused on building high-performing collaborative teams. During the 2022-2023 school year the staff at Mayfield Intermediate School has focused on establishing team norms, unpacking the standards of learning, and collaborating on instructional strategies that will benefit and foster student academic achievement.

Domain 7: Commitment to Professional Learning Strengths

Mayfield Intermediate School has developed a master schedule that provides teachers with 70 minutes of common planning time daily. Two days a week, Collaborative learning teams for mathematics, English and Language Arts, Science, and social studies meet to unpack upcoming learning standards that students are expected to master by the end of the school year.

Areas of Concern Identifying Domain 7: Commitment to Professional Learning Needs

Area of Concern 1 (Prioritized): Student performance is below grade-level expectations for foundational reading skills **Root Cause:** 97 Students (11% of Students) are identified as phonetic spellers based on the Developmental Word Knowledge Inventory. An additional 149 students (18% of Students) are identified as transitional spellers based on the Developmental Word Knowledge Inventory.

Area of Concern 2: 49% of students met the proficient level according to the Virginia Department of Education Standard of Learning Assessments **Root Cause:** The 5th-grade Virginia Department of Education Science assessment is a culmination of two years of science curriculum assessed at the end of the 5th-grade school year.

Domain 9: Family and Community Engagement

Domain 9: Family and Community Engagement Summary

At Mayfield Intermediate School, 20% of our student population was chronically absent during the 2022-2023 school year. Chronically absent is defined as a student who misses 10% or more of their enrollment time.

Domain 9: Family and Community Engagement Strengths

Mayfield Intermediate School has a family liaison that will focus on building relationships with families and teaching families the importance of daily attendance. Additionally, the school's attendance officer has worked with families who have exceeded seven unexcused absences during the academic year. School counselors have been developing attendance plans with students identified as at risk for chronic absenteeism. The school's administration has created an attendance intervention team that focuses on creating foundation support within the school. The team is participating in the Virginia Department of Education-sponsored workshop that supports improving student attendance.

Areas of Concern Identifying Domain 9: Family and Community Engagement Needs

Area of Concern 1: Students continue to miss school throughout the school year, accumulating into a significant amount of lost learning time and decreased student achievement.

Root Cause: Chronic Absenteeism is a problem because the students miss a sporadic and random amount of school days in the year, resulting in a lack of engagement in the school and within the classroom.

Priority Areas of Concern

Area of Concern 1: Student performance is below grade-level expectations for foundational reading skills

Root Cause 1: 97 Students (11% of Students) are identified as phonetic spellers based on the Developmental Word Knowledge Inventory. An additional 149 students (18% of Students) are identified as transitional spellers based on the Developmental Word Knowledge Inventory.

Area of Concern 1 Areas: Domain 1: English Language Arts - Domain 5: Other Academic Area(s) - Domain 7: Commitment to Professional Learning

Area of Concern 2: Math performance is low in foundation math skills.

Root Cause 2: Students' performance in the area of number sense has been identified as a critical contributing factor to low foundational math skills.

Area of Concern 2 Areas: Domain 2: Mathematics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special education
- EL

Goals

Goal 1: Pillar 1: Inclusive & Collaborative Learning Environment

Student performance in mathematics will increase for all groups of students.

SMART Goal 1: 70% of students will pass the Virginia Department of Education Mathematics Standard of Learning assessment administered in May 2024.

Strand I: Teaching for Learning:

Domain 2: Mathematics

Strand II: School Environment:





Domain 7: Commitment to Professional Learning

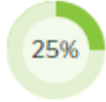




Evaluation Data Sources: Virginia Growth Assessment

Unit Assessments

Common Formative Assessments

IXL Diagnostic

Action/Strategy 1 Details	Reviews			
Essential Action/Research-Based Strategy 1: Students will participate in a targeted support block focused on academic needs identified through a math diagnostic assessment. Strategy's Expected Result/Impact: Students identified to receive targeted instruction in mathematics based on diagnostics assessments will make 1.5 years of growth in number sense. Staff Responsible for Monitoring: Kelli Huntley	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 2 Details	Reviews			
Essential Action/Research-Based Strategy 2: Aligning schedule and resources to increase instructional time in mathematics, with dedicated time spent on number sense routines as well as dedicated small group instruction every day. Strategy's Expected Result/Impact: Increased dedicated time will result in increased student mathematics. Staff Responsible for Monitoring: Kelli Huntley	Formative			Summative
	Nov	Jan	Mar	June
				

Action/Strategy 3 Details	Reviews			
Essential Action/Research-Based Strategy 3: Collaborative Learning Teams will incorporate research based cooperative learning strategies and inclusive practices into lessons based on CLT meeting discussions in order to create more engaging and equitable high-quality lessons. Strategy's Expected Result/Impact: Increased lessons with research based cooperative learning strategies and inclusive practices will increase student engagement, participation, and achievement. Staff Responsible for Monitoring: Kelli Huntley	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Pillar 1: Inclusive & Collaborative Learning Environment
 Student performance in mathematics will increase for all groups of students.





SMART Goal 1: 70% of students will pass the Virginia Department of Education Reading Standard of Learning assessment administered in May 2024.







Strand I: Teaching for Learning:
 Domain 1: English Language Arts

Strand II: School Environment:
 Domain 7: Commitment to Professional Learning

Support and Improvement:
 Targeted Support and Improvement

Evaluation Data Sources: Developmental Word Knowledge Inventory
 Virginia Growth Assessment
 Scholastic Reading Measure
 IXL Diagnostic
 Unit Assessments
 Common Formative Assessments

Action/Strategy 1 Details	Reviews			
Essential Action/Research-Based Strategy 1: Students will participate in a targeted support block focused on academic needs identified through the developmental word knowledge inventory. Strategy's Expected Result/Impact: Students will be able to become fluent readers and writers. Staff Responsible for Monitoring: Brian Moore	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 2 Details	Reviews			
Essential Action/Research-Based Strategy 2: Align schedule and resources to increase instructional time in reading, with dedicated time spent on guided reading lessons designed specifically for students' reading level. Strategy's Expected Result/Impact: Increased dedicated time will result in increased student English language arts classes. Staff Responsible for Monitoring: Brian Moore	Formative			Summative
	Nov	Jan	Mar	June
				

Action/Strategy 3 Details	Reviews			
Essential Action/Research-Based Strategy 3: Collaborative Learning Teams will meet regularly and focus their work on A Cycle that Works specifically in unpacking and framing instruction, common assessment creation, and data analysis within unit lesson plans. Strategy's Expected Result/Impact: * Time and space for teachers to work * Time for data analysis and discussion in CLT * Time for reflective planning in response to student data * Additional opportunities to collaborate with learning teams (CLT) Staff Responsible for Monitoring: Donald Frischkorn	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 4 Details	Reviews			
Essential Action/Research-Based Strategy 4: Collaborative Learning Teams will incorporate research based cooperative learning strategies and inclusive practices into lessons based on CLT meeting discussions in order to create more engaging and equitable high-quality lessons. Strategy's Expected Result/Impact: Increased lessons with research based cooperative learning strategies and inclusive practices will increase student engagement, participation, and achievement. Staff Responsible for Monitoring: Brian Moore	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 3: Pillar 2: Culture of Caring
Student engagement and attendance will improve.

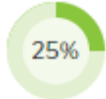




SMART Goal 1: Overall, 90% of students will be engaged in the school setting and avoid becoming chronically absent during the 2023-2024 school year.

Strand II: School Environment:

Domain 8: Safe and Orderly Environments, Domain 9: Family and Community Engagement

Evaluation Data Sources: Daily Attendance

Action/Strategy 1 Details	Reviews			
Essential Action/Research-Based Strategy 1: Homeroom teachers will be informed of students who are at risk of being chronically absent monthly Strategy's Expected Result/Impact: It improved teacher awareness of chronically absent students. Staff Responsible for Monitoring: Donald Frischkorn	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 2 Details	Reviews			
Essential Action/Research-Based Strategy 2: Students at risk of being chronically absent will participate in focus groups led by school administration and school counselors that focus on receiving input from students and educating students about the importance of daily attendance. Strategy's Expected Result/Impact: Attendance awareness for students will increase and lead to better daily attendance. Staff Responsible for Monitoring: Donald Frischkorn	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 3 Details	Reviews			
Essential Action/Research-Based Strategy 3: School counselors will develop attendance plans for students who have missed five or more school days. Strategy's Expected Result/Impact: Attendance plans will provide students guidance on how to attend school daily successfully. Staff Responsible for Monitoring: School Counselors	Formative			Summative
	Nov	Jan	Mar	June
				




Action/Strategy 4 Details	Reviews			
Essential Action/Research-Based Strategy 4: Family support groups will be created to help inform families about the importance of daily attendance. Strategy's Expected Result/Impact: Family engagement will increase and support student attendance Staff Responsible for Monitoring: Victoria Diaz	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 4: Pillar 1: Inclusive and Collaborative Learning Environment
Student academic achievement in science will improve.

SMART Goal 1: 70% of 5th-grade students will pass the Virginia Department of Education Science 5 Standard of Learning Assessment administered in May 2024.

Strand I: Teaching for Learning:
Domain 3: Science

Evaluation Data Sources: CAM Tests
Unit Assessments
Common Formative Assessments
IXL Skill Checks

Action/Strategy 1 Details	Reviews			
Essential Action/Research-Based Strategy 1: Collaborative Learning Teams will incorporate research based cooperative learning strategies and inclusive practices into lessons based on CLT meeting discussions in order to create more engaging and equitable high-quality lessons that address the 4th and 5th-grade science standards. Strategy's Expected Result/Impact: Increased science lessons with research based cooperative learning strategies and inclusive practices will increase student engagement, participation, and achievement.	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 2 Details	Reviews			
Essential Action/Research-Based Strategy 2: Common unit assessments will be developed for all students in 5th-grade science to participate in. Strategy's Expected Result/Impact: Common unit assessments will provide teachers with data that helps support their lesson planning and to develop strategies for meeting the needs of students.	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 3 Details	Reviews			
Essential Action/Research-Based Strategy 3: Teachers will participate in professional learning activities that help and support them in incorporating STEMscope labs into their instructional practices. Strategy's Expected Result/Impact: Student engagement will increase as the students apply the topics learned to real-life learning experiences.	Formative			Summative
	Nov	Jan	Mar	June
				

Action/Strategy 4 Details	Reviews			
Essential Action/Research-Based Strategy 4: Fourth grade science standards will be incorporated and reviewed within the STEM Encore class using STEMScopes as the primary resource. Strategy's Expected Result/Impact: Engaging and hands-on STEMScope labs will increase engagement and achievement in science. Staff Responsible for Monitoring: None	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Pillar 1: Inclusive and Collaborative Learning Environment

Adequate Student progress will improve on the ACCESS assessment for English Language Learners.

SMART Goal 1: Students who are identified as a Level 1-4 English language learners will demonstrate appropriate growth based on the ACCESS assessment that is administered in February and March of 2023








Strand I: Teaching for Learning:

Domain 1: English Language Arts, Domain 5: Other Academic Area(s)

Support and Improvement:

Comprehensive Support and Improvement, Targeted Support and Improvement

Evaluation Data Sources: ACCESS for ELLs 2.0 Assessment,

Action/Strategy 1 Details	Reviews			
Essential Action/Research-Based Strategy 1: ESOL teachers will act as opportunity agents during our Collaborative Learning Team meetings to help show teachers effective instructional strategies that teachers can use during lessons to incorporate more opportunities for students to speak, listen, write, and read. Strategy's Expected Result/Impact: Students will become more active participants in the class and they will be able to improve their communication skills in the English language. Staff Responsible for Monitoring: ESOL Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 2 Details	Reviews			
Essential Action/Research-Based Strategy 2: Teachers will use the ELlevation online program to find instructional activities that increase students' ability to communicate, and they will also use the system to learn about each of the English Language Learners' strengths and weaknesses according to the data collected for the ACCESS assessment. Strategy's Expected Result/Impact: Instructional strategies in the ELlevation Platform are research-based and designed to increase students' ability to interact with the lessons. Staff Responsible for Monitoring: Licensed Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Action/Strategy 3 Details	Reviews			
Essential Action/Research-Based Strategy 3: Staff at Mayfield Intermediate School will participate in initial training to help incorporate more opportunities for collaborative learning within the classroom to increase student engagement. Strategy's Expected Result/Impact: Cooperative learning strategies are research-based instructional strategies that will create learning environments in which our students can speak, listen, write, and become active participants in the learning that is occurring within the classroom.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				