



KENTUCKY SCHOOLS TO WATCH SCHOOL PROFILE

Mayfield Middle School



School Statistics

Community: Small community in far western Kentucky

Enrollment: 395

Grade Levels: 6-8

School Schedule: 7 period

Student Demographics

27.1%	Latino/Hispanic
42.8%	White
16.5%	African American
13.6%	Other
75.1%	Free/Reduced Lunch
9.9%	English Learners

Designated: 2017

Mayfield Middle School

- Mayfield Public Schools, Kentucky
- Principal: Kim Reed
- School Address: 112 College Street
Mayfield, KY 42066
- Phone: 270-247-7521
- E-mail: kim.reed@mayfield.kyschools.us
- Web site: www.mayfield.kyschools.us

School Characteristics and Replicable Practices

Academic Excellence

- A variety of instructional strategies (e.g., Kagan, Thoughtful Ed, graphic organizers, technology, inquiry) were used to engage students.

- Teachers worked together to develop pacing guides and lesson plans based on the content standards. Individual teachers develop class syllabi.

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- Students develop and reflect on academic goals during LEAD time.
- Learning targets were posted in classrooms and lesson plans were posted at the door of classrooms.
- A curriculum coach provides onsite support for the use of Thoughtful Ed practices.
- Meetings are held with 5th and 9th grade teachers to ensure smooth curriculum transitions for students.
- The weekly content and grade level PLC meetings provide time for sharing common assessment data; evaluating student work; and conversations focused on instructional practice, curriculum adjustments, and student progress.
- Students needing academic assistance have several options (e.g., CARDS after Hours, before and after school ESS, RTI, peer tutoring).
- Teachers regularly use informal assessments to monitor student learning and they monitor students' mastery of the standards.
- The district RTI interventionist provides continuous monitoring and placement of Tier II and III students with students moved as needed.
- Teachers have been provided the opportunity to participate in instructional rounds both within the school and at other schools.

Developmental Responsiveness

- Teachers have developed strong, caring relationships with students.
- *Sharpen the Saw* provides time for students to pursue interests. Classes are organized around teacher interests and students choose the class in which they want to participate. This is a fun but structured time for teachers and students.
- During LEAD time students are organized into smaller groups so staff can get to know students better and build deeper relationships with them. Students set goals, update data binders, and discuss relevant issues and concerns.
- A block party is held at the beginning of each school year as a kick-off activity with food and activities. The community provides support and contributions to make this a fun and valued activity.
- Positive postcards are sent home on a regular basis and to different students.
- Students enjoy lunch as they have the freedom to sit where they choose and have a variety of seating options (e.g., booths, tall tables, regular tables) including a special seating area outside the cafeteria.
- Students are allowed to play games or go outside, weathering permitting, after finishing their lunches.
- Dress for Success Day encourages students to think about their future and what it means to be successful.
- The Student Lighthouse Team provides students with a formal structure for having a voice in the functioning of the school. In addition, students serve on school committees.
- All students attended a high school pep rally aiding students with their transition to the high school.
- CARDS after Hours includes sessions focused on developing talents and creating interest in attendees.

- *Leader in Me* has extended school involvement into the community (e.g., building beds, picking up trash) and provided students with leadership roles (e.g., giving announcements, door greeters, Student Lighthouse Team). Students are given responsibility but they have to complete an application for positions.

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Social Equity

- Stickers are placed on students' lockers indicating their participation in extra-curricular activities and recognizing achievements. To make all students feel included, a sticker is placed on the locker of each student declaring them a student at Mayfield Middle School.
- Students are rewarded for good behavior and citizenship through the Caught Being a CARD program and CARD of the month. Students can recognize teachers.
- Classified staff play an integral role in addressing the needs of students. Everyone is vested in the school and the students.
- School rules are fairly and consistently enforced with PBIS providing a common language and set of expectations for teachers and students.
- All cultures are valued and students respect the differences among the student body. Everyone is color blind. Students take the initiative to help students with language if it is an issue.
- Respect flows in all directions. A top down culture of acceptance is prevalent and permeates the school.
- Country flags are displayed in the auditorium as a way to honor the various cultures represented in the student body.
- Safety for all students is a priority. The front entrance provides a secure entrance to the school as the greeter monitors the guests entering while cameras are monitored for potential situations.
- Parents feel that a safe, caring environment is provided for their children. They feel welcomed at the school and are comfortable seeking assistance, if and when needed.
- The community supports the school and is involved in a number of activities (e.g., fire trucks at block party, volunteers for Cards after Hours, Operation Preparation, Reality Store, Truth and Consequences, DARE).
- The Points Pyramid is tracking behavioral issues and supports a reward system for appropriate behaviors. Students assigned in-school suspension are taught behavior intervention strategies.
- The PBIS team meets monthly to look at trends in behavior and to address any noted issues. Information and data is shared monthly at faculty meetings.

Organizational Support

- The building is very well-maintained and sparkles which is a testament to the efforts of the custodians. They take pride in what they do and are an important part of the school.
- The principal empowers her teachers and keeps them thinking. She is supportive and secures needed resources.
- The school and district provide adequate resources to support and sustain a positive learning environment.

- Administration and staff recognize and embrace the belief that the school is a part of a bigger entity.
- Behavior expectations are taught at the beginning of the year and then reviewed upon returning to school after Fall Break and Christmas.

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- The principal and assistant principal are visible in the building and classrooms. They are on the front line (e.g., cafeteria supervision, student dismissal, front entrance).
- Daily communication keeps everyone informed of what is happening and provides reminders of upcoming deadlines.
- All faculty meetings begin with Cheers and Chants as a way to recognize staff and celebrate small successes and achievements.
- Administration and teachers reach out and seek professional opportunities to learn that are offered by Murray State University and the cooperatives in their area (e.g., West KY Coop, GREC). The school is serving as a pilot professional development school for Murray State University.
- Shared decision-making is the norm and it is evident with all stakeholders.
- Most substitutes are retired teachers. They want to continue to be part of the school.