

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	Maywood Public School
County Dist. No.:	320046
School Name:	Elementary
County District School Number:	46
School Grade span:	K-6
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	Lucas McCain
School Principal Email Address:	lucas.mccain@maywoodtigers.org
School Mailing Address:	PO Box 46 Maywood, NE 69038
School Phone Number:	308-362-4223
Additional Authorized Contact Person (Optional):	Emily Garrison-Lenz
Email of Additional Contact Person:	emily.garrison@maywoodtigers.org
Superintendent Name:	Jason Brown
Superintendent Email Address:	jason.brown@maywoodtigers.org
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<u>Names of Planning Team</u> <i>(include staff, parents & at least one student if Secondary School)</i>	<u>Titles of those on Planning Team</u>
Brooke Hatfield Jason Brown Lucas McCain Emily Garrison-Lenz Patricia Bauer Rachel Peers Kim Stengel _____ _____ _____ _____ _____	<u>Parent Administrator</u> Principal Title 1 Teacher 6th Grade Teacher 5th Grade Teacher Parent _____ _____ _____ _____ _____

School Information <i>(As of the last Friday in September)</i>		
Enrollment: 72	Average Class Size: 10.29	Number of Certified Instruction Staff: 8
Race and Ethnicity Percentages		
White: 93 %	Hispanic: 7 %	Asian: 0 %
Black/African American: 0 %	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 0 %	
Other Demographics Percentages <i>(may be found on NEP https://nep.education.ne.gov/)</i>		
Poverty: 44.21 %	English Learner: 4 %	Mobility: 13 %

Assessments used in the Comprehensive Needs Assessment <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAP
NWEA Reading Fluency	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.</i></p> <p>Maywood Public School provides training opportunities for administration and staff to understand how to disaggregate data by subgroups and to utilize the data to facilitate the planning process. The disaggregated data from the comprehensive needs assessment is used in the analysis to plan instruction and to continually modify instruction.</p> <p>MAP data is used for meeting student academic needs. All students are given 3 administrations throughout the year. After the first administration, goals are set for all students in math, english language arts and science. To kick off the 2019-2020 school year, Dr. Mike Ruyle Marzano of the institute/instructional academies was brought in for a professional development to help teachers with instructional strategies, lesson planning, assessment, analyzing data and analyzing needs of students, particularly those who are failing.</p> <p>Maywood Public School also has a comprehensive school improvement process in which teachers form committees. Two of the committees are data collection and data analysis. These committees created graphs which depicted student socioeconomic status, gender, free and reduced lunch qualification, and grade level to help analyze strengths and needs of students.</p>
1.2	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p> <p>Parent and community input was gathered that identified the needs of the school through three activities.</p> <ol style="list-style-type: none"> 1. Culture and Climate Survey on the school website (advertised in the monthly newsletter and at parent teacher conferences). The culture and climate committee worked with the school administration and representatives from the ESU to process the survey results. The results of the survey were disseminated at the Comprehensive School Improvement External Site Visit held on February 27, 2020 and are also published on the school website as a part of the school improvement process. 2. Title 1 Annual Parent Meeting, held on October 10, 2019. 3. Title 1 Family Engagement Activity, held on February 6, 2020.
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i></p> <p>Maywood Public school has a continuous school improvement plan which identifies on-going improvement efforts that address student needs. Teachers work with the administration and specialists to identify strategies, resources and interventions that will meet the schools goals and student needs.</p>

Professional development was offered to all teachers and administrators at Maywood Public Schools before the start of the 2019-2020 school year. This professional development showcased the book "Gallup Strength Finders 3.0". All staff participated in reading the book and then completed the survey to determine individual strengths and weaknesses moving forward as an educator.

The staff continues to use Marzano instructional strategies within the classrooms and in daily lessons. The building principal used the I-Observation program to complete walkthrough evaluations to help teachers improve their crafts.

Specialists are at Maywood Public School throughout the week. A school psychologist is in house a minimum of one time per week. A speech and language pathologist is in house a minimum of two times per week. An occupational therapist is in house a minimum of twice per month. The Title 1 and Special Education teacher works both in the classroom and on a pull-out basis with students who have been identified as needing extra help by their classroom teachers.

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.

Maywood Public School's schoolwide plan includes strategies to address the needs of all students in the school, particularly those at risk of not meeting the challenging state academic standards. Strategies include counseling services by ESU and district employees, a TeamMates mentoring program, the offering of career and technical education programs, a Circle of Friends group to meet the needs of students on the spectrum and professional development for staff. Maywood's schoolwide plan is monitored and revised based on student needs.

3. Qualifications of instructional paraprofessionals

3.1

Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.

All Instructional Paraprofessionals at Maywood Public School meet the ESSA requirements and are provided introductory and ongoing training specifically designed for paraprofessionals and all staff focused on student needs.

Paraprofessionals attend the annual ESU paraprofessional training, the state paraprofessional training in Kearney, some teacher inservice dates and school improvement committee meetings throughout the year.

4. High quality and ongoing professional development

4.1

Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

Maywood Public School provides ongoing professional development and activities to improve teachers, paraprofessionals and other school personnel effectiveness. Maywood Public School also uses data to guide

instruction, especially targeted to those subgroups of students at risk of failing to meet challenging State academic standards.

5. Strategies to increase parental and family engagement

5.1 *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.*

Maywood Public School staff, parents and secondary students were involved in the development of the compact. The compact was reviewed and edits were determined at the annual Title 1 Parent Meeting which was held on October 10, 2019. The 2020 Compacts were distributed into every elementary student home via classroom teacher distribution at the 1st Semester 2019 Parent Teacher Conferences. More reviewing and edits were conversed at the Spring 2020 Parent Teacher Conferences. Compacts reached each household who has elementary students at Maywood Public Schools. Parent signatures were not required so were not collected. The compact meets the criteria below:

A Title 1 School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the states high academic standards. The Maywood Public School Compact Shall:

__ describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging Nebraska state academic standards.

__ the ways in which parents will be responsible for supporting their children's learning; (For example: volunteering in their child's classroom, participating in decisions relating to the education of their children and positive use of extracurricular time).

__ address the importance of communication between teachers and parents on an ongoing basis.

5.2 *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.*

A school level Title 1 Parent and Family Engagement Policy which meets Title 1 requirements was developed with parent and family input. It was distributed/shared with parents nad family and is reviewd and updated at the annual Title 1 Parent meeting. The Annual Title 1 Meeting was held at 4:00 p.m. on October 10, 2019 in the Maywood school library.

Maywood Public School has a policy that meets the requirements of ESSA. The policy includes the following:

__ schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent(s) shall be notified of the Parent and Family Engagement Policy, information related to school and parent programs, meetings and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand.

__ convene an annual parent meeting scheduled at a convenient time, to which all parent of participating children shall be invited and encouraged to attend, to inform parents of hteir school's participation under this part and to explain the requirements of this part, and the right of the parnts to be involved.

__involve parents in an organized, ongoing, and timely way, in the planning, review and improvement of the school Parent and Family Engagement Policy.

__provide opportunities for parents and family members to participate in decisions relating to the education of their children. The school shall provide other reasonable support for parental involvement activities.

__provide parents of participating children timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging state academic standards. Maywood will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

__educate teachers, specialized instructional support personnel, principals and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

__coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

5.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
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The Title 1 Annual Parent meeting was held at 4:00 p.m. on Oct. 10, 2019 in the Maywood School library. In addition to the Annual Title 1 parent meeting, another parent and family engagement activity was held at 4:00 p.m. on February 6, 2020 to allow parents to check in with Title 1 services being provided in each elementary classroom. Translation was available and provided as needed.

The importance of communication between teachers and parents is addressed on an ongoing basis. The Title 1 Teacher at Maywood Public School sent out a "Title 1 Tidbit" in every monthly newsletter during the 2019-2020 school year. The purpose of these Title 1 Tidbits were to provide parents with information on how to help their children make progress in school and improve upon their achievement levels of the challenging state academic standards.

6. Transition Plan

6.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School). Provide supporting documentation in the corresponding folder.</i>
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Maywood Public School has a transition plan for incoming students which includes the following activities for students, parents and school personnel to support, coordinate and integrate services:

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6.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move on to their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle</i>
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	<i>School, Middle School to High School, High School to Post Secondary Schooling or Career). Provide supporting documentation in the corresponding folder.</i>
<p>Maywood Public School has a transition plan for outgoing students as they move onto their next school/program/career. Maywood School provides numerous activities to assist students in the transition to their next level of education.</p> <p>For K-6 grade students, Maywood provides the following activities to aid them in transition:</p> <p>—</p>	

7. Strategies to address areas of need

7.1	<i>Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day. Provide supporting documentation in the corresponding folder.</i>
<p>The Maywood Public School schoolwide plan describes the following opportunities to increase the amount and quality of learning time within or beyond the instructional day:</p> <p>—</p>	

8. Coordination & integration of Federal, State and local services & programs

8.1	<i>Please provide a narrative below describing how available Federal, State and local funds are coordinated and integrated to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder.</i>
<p>Maywood Public School's plan describes how the coordination and integration of Federal, State, and local funds are used to support student achievement in all academic areas for all students. (Federal funds may include Title II-A, IDEA, Title III, etc.)</p> <p>See below:</p>	