

# Maywood Public School



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# **Maywood Public School**

## **School Improvement Profile**

2014-15

Developed and Assembled  
By

Maywood School Improvement Steering Committee  
Maywood Public School

Presented to the  
Nebraska Framework for School Improvement  
Nebraska Department of Education  
**External Visitation Team**  
Spring 2015

## **TABLE OF CONTENTS**

Maywood Public School Board of Education, Administration, Steering Committee	2
External Visitation Team	2
Mission Statement	3
District Demographic Facts	3
• School District & Community	3
• Staff	3
• Students	4
• Academics, Instructional Technology, and Other Programs or Practices	4
School Improvement Process Timeline	7
Board, Faculty, Student Concerns	8
Graduate Survey & Results	9
Parent Survey & Results	9
MAP Assessment Data	13
NeSA/NePAS Data	16
ACT Data	25
School Improvement Goal – Writing Skills	28

## **Maywood Public School**

### Board of Education

Sheri Hartley, President  
Lance Hastings, Vice-President  
David Dodson, Secretary  
Brett Wood, Treasurer  
Marty Schurr, Member  
Doug Snyder, Member

### Administration

Mike Williams, Superintendent  
Trent Benjamin, Principal

### Steering Committee

Trent Benjamin, Principal  
Shauna Donohoe, 2<sup>nd</sup> Grade  
Phyllis Johnson, Resource/Title I  
Charles Jones, Physical Education  
Dustin Kinnison, 7-12 Science  
Kim Stengel, Counselor  
Mike Williams, Superintendent

## **External Visitation Team**

Jane Brown, Principal  
Callaway Public Schools  
101 N. Needham  
P. O. Box 280  
Callaway, NE 68825

Kate Hatch, Staff Developer  
E.S.U. #11  
412 West 14<sup>th</sup> Ave.  
P. O. Box 858  
Holdrege, NE 68949

Josie Floyd, Elementary Principal  
Sutherland Public Schools  
401 Walnut  
P. O. Box 217  
Sutherland, NE 69165

Phil Truax, HS Principal  
Dundy County Stratton Public Schools  
400 9<sup>th</sup> Ave.  
P. O. Box 586  
Benkelman, NE 69021

## Mission Statement

Striving for Excellence.....Achieving Success

## District Demographic Facts

### **School District & Community**

Maywood Public School, District #46, is a Class III school district that is accredited by the Nebraska Department of Education and has students in pre-school through 12<sup>th</sup> grades. District #46 consists of 401 square miles and is located in the northwest portion of Frontier County, the south central portion of Lincoln County, and a small area of northeast Hayes County. The school district is made up of the communities of Maywood, Stockville, and Wellfleet.

Maywood is a small rural community (population 331) that has agriculture as its main economic driver. The school district is, however, the largest employer in the community.

Maywood Public School is a part of Educational Service Unit #15. It also works in cooperation with Mid-Plains Community College (MPCC).

Maywood is a member of the Republican Plains Activities Conference (RPAC). It offers extra-curricular athletic opportunities in football, volleyball, cross country (boys' and girls'), basketball (boys' and girls'), track & field (boys' and girls'), boys' golf (though girls may also participate), and are in a cooperative sponsorship of boys' tennis with McCook High School. Junior high athletics consists of football, volleyball, basketball (boys' and girls'), and track & field (boys' and girls'). Students in 6<sup>th</sup> grade participate in junior high athletics in accordance with NDE Rule 10 if enrollment allows. Non-athletic extra-curricular or co-curricular opportunities exist with play production, speech, instrumental music, vocal music, quiz bowl (elementary, junior high, and high school), dance team, art, mock trial, Future Problem Solvers, MPCC Inter-High Day, Future Business Leaders of America (FBLA), and Future Farmers of America (FFA). Maywood also has a TeamMates chapter.

### **Staff**

The administration consists of Superintendent Mike Williams, who is in his fourth year at Maywood, has twenty years of administrative experience, and twenty-six total years in education. Principal Trent Benjamin is in his second year at Maywood and his second year as an administrator. Mr. Benjamin has seventeen total years in education.

Maywood Public School has twenty full-time certificated teachers. Seven of these have a Master's degree, with another three in a Master's degree program. All of the elementary teachers are properly endorsed, while 90.7% of the classes offered in grades 6-12 are taught by teachers that have the proper endorsement. The school does receive Spanish I and Spanish II classes via distance learning

from Arapahoe Public School. Students also have taken online courses from Mid-Plains Community College and Nebraska College of Technical Agriculture.

There is five full-time (12-month) support staff made up of one administrative assistant, one clerical/library aide, and three custodians/maintenance personnel. There is fourteen part-time (9-month) support staff members made up of one clerical, one school nurse, four paraeducators, two cooks, and six bus drivers.

### **Students**

Maywood Public School had an enrollment as of Friday, September 26, 2014, as follows:

<b>Grade</b>	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
Pre-K (two groups)	12	10	22
K	6	7	13
1 <sup>st</sup>	11	5	16
2 <sup>nd</sup>	9	5	14
3 <sup>rd</sup>	4	8	12
4 <sup>th</sup>	9	7	16
5 <sup>th</sup>	6	6	12
6 <sup>th</sup>	4	3	7
7 <sup>th</sup>	5	9	14
8 <sup>th</sup>	2	4	6
9 <sup>th</sup>	7	8	15
10 <sup>th</sup>	2	7	9
11 <sup>th</sup>	5	7	12
12 <sup>th</sup>	7	6	13
<b>Total Grades K-5</b>	<b>45</b>	<b>38</b>	<b>73</b>
<b>Total Grades 6-8</b>	<b>11</b>	<b>16</b>	<b>27</b>
<b>Total Grades 9-12</b>	<b>21</b>	<b>28</b>	<b>49</b>
<b>Total Grades K-12</b>	<b>77</b>	<b>82</b>	<b>159</b>
<b>Total Grades PreK-12</b>	<b>89</b>	<b>92</b>	<b>181</b>

The following are percentages of students who are part of a program or are otherwise disaggregated:

- Free/Reduced Lunch Program: 33.5%
- Limited English Proficiency: 1.9%
- Option Enrollment: 30.5%
- Special Education: 6.5%
- Title I: 100% - as a school-wide program, all students are eligible to receive Title I services

### **Academics, Instructional Technology, Other Programs or Practices**

Over the past four years, Maywood Public School has made improvements to the following programs, committees or plans to better enhance the education of its' students.

- Curriculum – The entire curriculum (though social studies still needs to be completed) has been re-written and aligned to the state standards, with emphasis placed on the scope and sequence to insure there no gaps or redundancies in instruction occur.
- Crisis Team – The Crisis Team has attended trainings each of the past four years.
- Formative Assessments – E.S.U. #15 staff developers worked with the teachers to identify formative assessments to better assess the learning of the students.
- Student Assistance Team – The SAT team was reorganized with its' purpose to be identifying students who need assistance in improving their performance at school, helping the teachers implement interventions to help the student improve his/her performance, and monitor the performance of the identified student(s) in order to modify or change the intervention(s) under use.
- Teacher Evaluations – A standard evaluation procedure for the teachers was implemented and performed with every teacher the required number of times in order to identify strengths and areas for growth for each teacher.
- Principal – Maywood went away from having just one administrator when a full-time K-12 principal was hired. This spread the administrative duties out and allowed for added attention and emphasis to be placed on student academic achievement.
- Safety Plan – A comprehensive safety plan was developed to help insure a safe environment for the students to learn in.
- Reading Mastery – The elementary teachers researched new reading series' to implement in grades K-5. *Reading Mastery* was the series that was selected. Representatives from the publisher came to Maywood and spent several days training the teachers on how to use the reading series and materials.
- Data Analyzing – Working with E.S.U. #15 staff developers, an intense program was established that trained the teachers on how to analyze data (with emphasis on MAP assessment data) and then use the data to better their instruction with the students.
- Check 4 Learning – Maywood became part of NDE's program C4L, and along with making the teachers aware of the NeSA Table of Specifications to understand what was on NeSA assessments and at what difficulty level, to improve the student familiarity with the format of the NeSA assessments.
- A-Team – An advisor/advisee program was implemented that assigned each teacher in grades 6-12 a set number of students who they met with each day during home room. During home room the teacher was able to monitor each student's progress, give assistance if needed, or help prepare them for upcoming assignments, projects, or tests. A competitive element was added to see which Team improved the most when taking in MAP and NeSA assessments and other criteria.

9<sup>th</sup> Hour – An after school program was established that required students who had not completed homework assignments to stay and get these completed. Students could waiver out of the stay after school if their parents signed the waiver and the homework was brought back to school completed.

Math/Reading Academies – A before school program was implemented for those students who were identified via MAP assessment data as struggling with math or reading. The academies were held before school and gave these students extra one-on-one help to improve their performance.

1:1 Laptop Computer Initiative – Though the District had implemented a 1:1 laptop computer initiative for students in grades 9-12 in 2006-07, their use was limited in connection with student learning. E.S.U. #15 personnel trained the secondary staff on how to use the student laptop computers in their daily instruction. This program was expanded when students in grades 6-8 were also given laptop computers to use. In addition, laptop and laptop carts were purchased for grades K-5 to use in the classroom.

Short Throw Projectors – This is a form of SmartBoard technology that has been installed in the elementary classrooms, as well as the math and science classrooms in the high school. The District plans to add short throw projectors in each room in the high school as soon as possible.

Chalk Up – This is a learning management system that allows for communication between the teacher and the students and parents concerning assignments, performance in class, and other issues. It has helped make the students more accountable for their classroom performance.

Professional Learning Community – Along with the other schools in E.S.U. #15, Maywood is having its' teachers participate in PLC's for each grade or academic subject area. These PLC's offer the teachers a network of other teachers to compare strategies, assessments, resources/materials, or other information that will enhance the educational opportunities of our students. By the end of the 2015-16 school year, each teacher on staff will have attended specialized training on PLC's.

Write-Tools – In an effort to improve student writing, a program called write-tools was selected and implemented. A representative from the company came to Maywood and spent three days training the entire teaching staff how to use Write-Tools to effectively improve writing across the curriculum.

Compass Learning – This is the next logical step for the emphasis that has been placed on the MAP assessment data and the use of that data to drive instruction. This program takes the MAP data and helps to develop an individualized education program for each student. Those students with higher abilities will



no longer have to wait for the other students to move along the spectrum. They can proceed at their own pace and level. This means that each student, regardless of ability level, will have an educational plan that will help to fulfill their academic potential.

### School Improvement Process Timeline

The following is a timeline for the school improvement process for Maywood Public School. Following a change in administration, the school improvement process was revamped beginning in 2012-13.

- September 20 and 21, 2012 = SIP Workshop Training in North Platte to begin looking at the process for what is needed to gather data to assess student achievement and school improvement.
- December 12, 2012 = Steering Committee Meeting, talked about strengths and weaknesses of the district, the strengths that the committee felt were; a supportive community, caring staff, kids work hard when properly motivated, teacher student ratio, access to technology, and an opportunity for staff to collaborate.
- The weaknesses that the committee felt were; morale, school pride, apathy in extra-curricular activities, student goals for achievement, staff togetherness, and school spirit.
- August 19, 2013 = Discussed to steps in the process; data collection, data analysis, strategies and implementation, evaluation and ILCD. Discussed the need to input the current NeSA scores and analyze the scores, the need to develop strategies for data driven strategies and that the data analysis team needs to meet.
- October 7 and 8, 2013 = SIP Workshop in Kearney to continue to move forward in our school improvement process.
- September 25 and 26, 2014 = SIP Workshop in North Platte to begin to look at what is entailed in the external visit and what is needed to put in the profile.
- September 26, 2014 = Steering committee met to begin to look at what is needed in the school profile and what items would the team need to gather to begin the process. The superintendent would start to assemble the external team and set the dates for the visit.
- October 31, 2014 = Steering committee met to go over a draft of the profile and what changes needed to be made and what needed to be done for the next steps. Discussion was held on how to represent the data in the report and what data needed to be included.
- The next meeting will be November 14, 2014.

## Board of Education, Staff, Student Concerns

The following are concerns that were shared by the Board of Education, faculty and students of Maywood Public School. The Board did this activity in August 2012, the faculty and students in January 2013, on separate occasions.

<b>Board of Education</b>	<b>Faculty</b>	<b>Students</b>
Need to offer more advanced classes	All around student apathy	Computers/iPads
Curriculum should be more out-of-the-box projects, trips, etc.	Staff morale	Lack of school spirit
School and community pride – need more involvement at all levels, including students; groups should pull together, need better communication	School pride	Cell phones during study halls, lunch, in between classes
Increase enrollment	Reading curriculum – ineffective/lack of components	Seniority/respect for others
<u>Teach</u> , not just present, the material	Students reading ability	
Improve internal and external communication (web site, newsletter, phone reminders, etc.)	Uncertainty of teachers on what students actually know	Breakfast program
Look at options such as co-oping to be competitive, to build successful programs	Writing skills	Old commons area (needs TV)
Keep teachers positive and motivated – always convey customer-friendly attitudes	Lack of outside resources (e.g., ESU)	Jr. High athletic uniforms
Try a summer enrichment program	Positive parent/community involvement (e.g., extra-curricular attendance; Booster Club; p/t conferences)	No tutors
Students need to take testing seriously	Administrator absence – one administrator	Poor lunches (quality and quantity)
Data-driven instruction	Safety	Update locker room
Improve district-wide morale	Declining student population	Dances (not enough)
Strengthen the Ag program	Not enough support staff	Academics (low test scores, student motivation, not enough challenge/AP courses)
Continue to maintain strong curriculum	Stagnant community	Homeroom / mini study halls
Improve outdoor facilities	Communication	Open campus
Improve security of the school – may need to add another camera in the commons area	No elementary computers in the classrooms	No activities during lunch
Continue to maintain technology	Training/educational use of technology	Student apathy/attitudes in sports, grades
	Not reaching HAL students	Lack of student leadership
	Small size for extra-curricular activities	Lunch line (seniority)

	Office support staff not always helpful to people	Upgrade weight room
		Students can't have music in class (headphones, iPods, etc.)
		Teachers don't teach (not in depth, don't use all of the class time)
		Not a lot of girls in Jr. High sports
		Consistency in rules from teacher to teacher
		Short lunch time
		No fun (more hands on stuff)

### Graduate Survey and Results

Graduate surveys have yet to be completed. Finished surveys and results will be available when the external team conducts the visit in March.

### Parent Survey and Results

The following are the results of the parent survey that was conducted as part of Maywood Public School's school improvement efforts. The survey was conducted via google.docs at the parent-teacher conferences held on February 4, 2014, with 84 parents participating in the activity.

In the results table, due to rounding, the percentages do not total to 100%. Following the table are the comments that were made by the parents. These comments are listed verbatim, with no corrections for spelling or grammar.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
The school has clear, consistent rules for student behavior.	22 – 26.2%	49 – 58.3% 71 – 84.5%	10 – 11.9%	0 – 0.0% 10 – 11.9%	3 – 3.6%
The school is doing a good job of teaching the basic academic subjects.	33 – 39.3%	44 – 52.8% 77 – 91.7%	5 – 6.0%	1 – 1.2% 6 – 7.1%	1 – 1.2%
The school encourages my child to be self-directing, independent, and successful.	31 – 36.9%	42 – 50.0% 73 – 86.9%	10 – 11.9%	0 – 0.0% 10 – 11.9%	1 – 1.2%
It is easy for me to talk to the school principal.	21 – 25.0%	36 – 42.9% 57 – 67.9%	2 – 2.4%	7 – 8.3% 9 – 10.7%	18 – 21.4%
It is easy for me to talk to the school superintendent.	19 – 22.6%	34 – 40.5% 53 – 63.1%	5 – 6.0%	11 – 13.1% 16 – 19.0%	15 – 17.9%
Teachers in this school are dedicated to helping all students learn.	35 – 41.7%	41 – 48.8% 76 – 90.5%	7 – 8.3%	0 – 0.0% 7 – 8.3%	1 – 1.2%
Staff at this school are willing to listen to parents.	25 – 29.8%	43 – 51.2% 68 – 81.0%	10 – 11.9%	0 – 0.0% 10 – 11.9%	6 – 7.1%

I feel that the school is a safe place for my child.	33 – 39.3%	38 – 45.2% 71 – 84.5%	5 – 6.0%	3 – 3.6% 8 – 9.5%	5 – 6.0%
The school is neat, clean, and well maintained.	35 – 41.7%	38 – 45.2% 73 – 86.9%	8 – 9.5%	2 – 2.4% 10 – 11.9%	1 – 1.2%
Teachers make parents feel welcome at school.	34 – 40.5%	44 – 52.9% 78 – 92.9%	4 – 4.8%	1 – 1.2% 5 – 6.0%	1 – 1.2%
I am kept informed about school activities.	26 – 31.0%	48 – 57.1% 74 – 88.1%	7 – 8.3%	2 – 2.4% 9 – 10.7%	1 – 1.2%
The administration and teachers really care about students.	27 – 32.1%	48 – 57.1% 75 – 89.3%	4 – 4.8%	3 – 3.6% 7 – 8.3%	2 – 2.4%

Question	A	B	C	D	F
Students are often given grades A, B, C, D, or F to denote the quality of their work. What would you give this school?	38 – 45.2%	31 – 36.9%	8 – 9.5%	6 – 7.1%	1 – 1.2%

\* Parent Comments

Keep up the good work!

We are very happy with Maywood School! We feel our children get all the help they need to grow. Thank you for all the work you do!

keep up the good work and thanks

I would like to see more participation in extracurricular activities and possible combining maywood and curtis in sports

maywood public school has some excellent teachers. A couple that need some guidance. Classes that aren't learning as much as they should be. I feel the superintendent mishandled some situations that came up, putting our school in compromising situations that have led to tarnishing our schools name, and opening us up to legal problems that are also costing us financially. I will say that I feel that we are on the right track now. Thankyou

I feel that there are members of the administration that tend to decide when they can investigate issues and not other issues. They are not consistent with items they handle all the time. I do wish that members of the administration learn from the new member that when a child is in the office for behavior issues they will call the parent or speak to said parent when seeing them picking up students or in other places.

security is the only thing that comes to mind when there is something i would like to change. would LOVE to see all doors locked ALL the time!

bathrooms need a general facelift. the no child left behind attitude seems to put pressure on the teachers performance instead of the kids.

bathrooms need a general facelift. the no child left behind attitude seems to put pressure on the teachers performance instead of the kids.

I am very happy with the quality of education my children received and are receiving here.

Our family has been very happy with our choice to transfer my boys to Maywood. (Tyler and Ethan Plummer) The teachers, administration, and other families have been very welcoming. I am happy that Ethan decided to stay at Maywood this next year.

it concerns me how the kids are encourage to influence each other. While I understand the idea of positive peer pressure it appears it is just making the upper end of the kids have a higher opinion of themselves. And the pressure they are putting on the each other is anything but positive. I also don't understand punishing a whole group for the action of one or two individuals. And fear that also promotes negative actions toward each other.

Stronger emphasis needs to be made on modifying assignments for students with IEP's in accordance with the goals and not just giving them the same assignments as everyone else.

The support Maywood Schools shows my children is overwhelming. I am very pleased in my children's performance and education here.

as an elementary parent I believe we are doing an okay job, but compared to other schools in the area we are not pushing or expecting as much from our students as we should be.

you can tell the school pride of your janitors is not so high

I am glad to see the math program improving over some years past. I really like the new website, especially that it works on android. Whatever we need to do to get those test scores up we need to do. Go Tigers!

Fire the principal and superintendent and have accountability to the staff that are not performing. Spend money that benefits the students, not wasting it on none educational items.

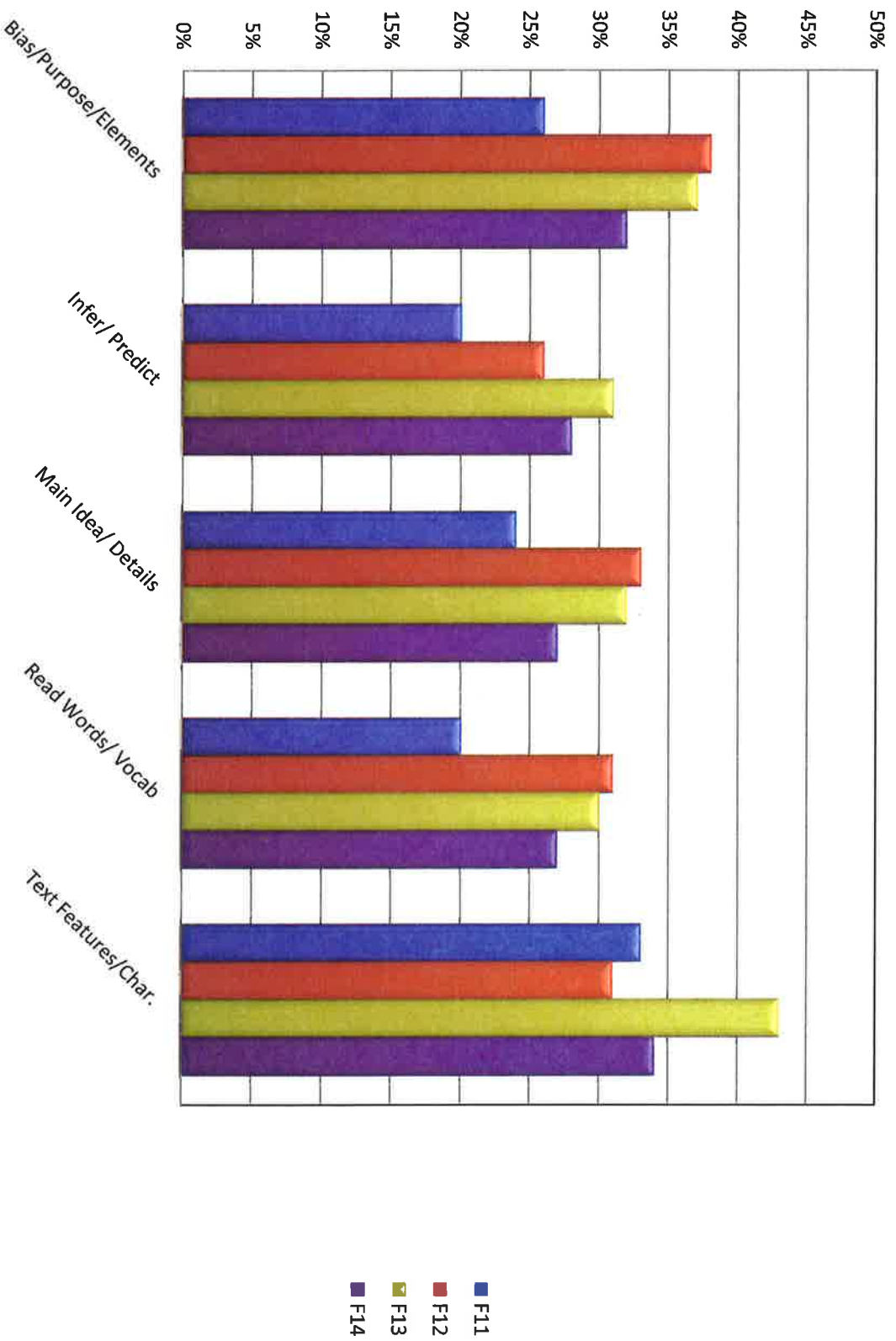
I feel as though the school policy is no bullying but does not apply to the teachers and how they treat children. I don't feel as the school is proactive in realization of how important it is to consolidate with Curtis and build the program. Instead the attitude is nobody wants to instead of looking in the best of the students...its about the adults. The students want to consolidate. I also don't feel the students are prepared for college as they are spoon fed with their grades and then when they get to college their grades are lower and they don't understand. I do appreciate the effort being forth the past two years to improve our academics...we just need to raise the bar...for students, teachers and parents

The school is doing a good job and should keep up the way things are going

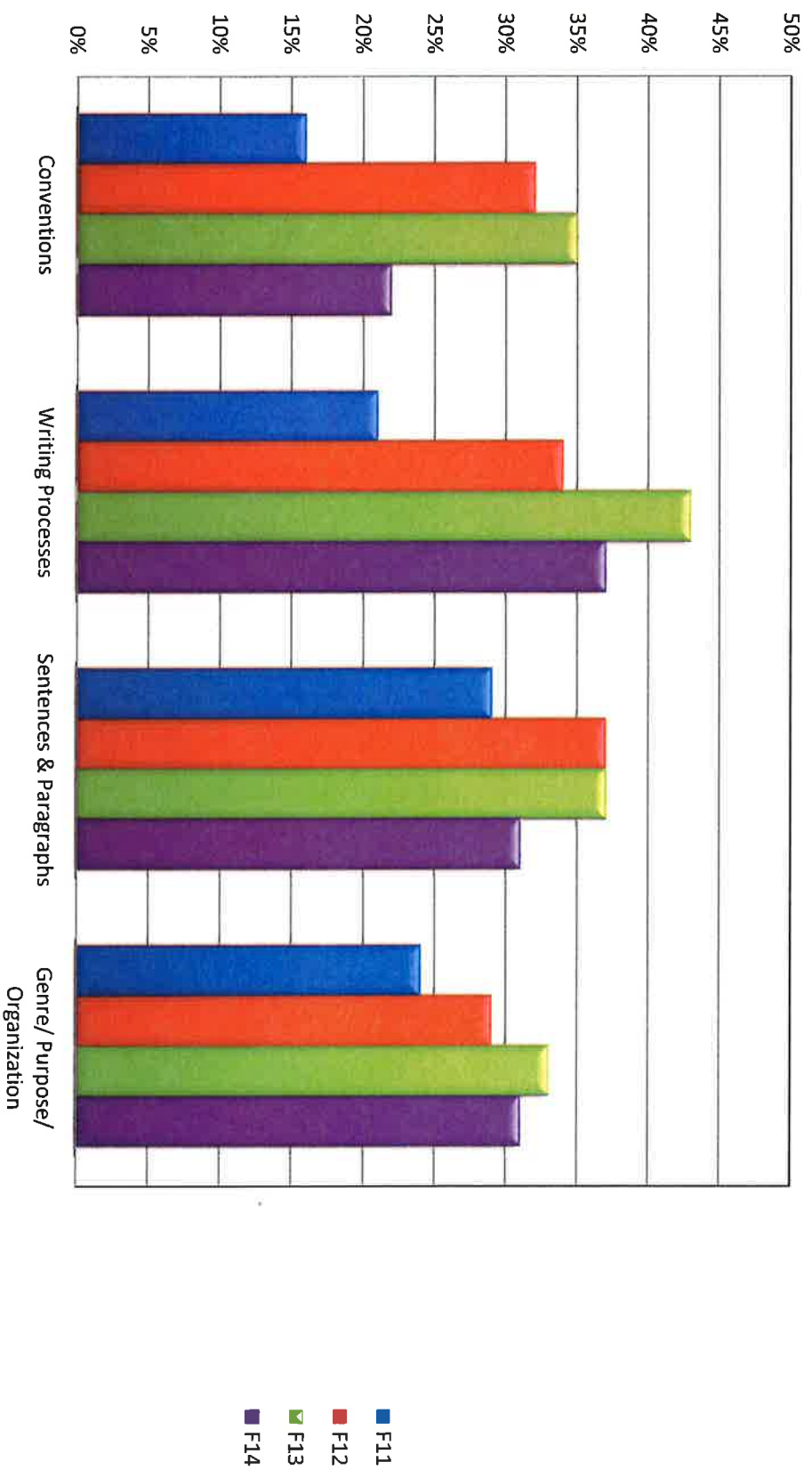
Number nine about maintenance I gave an agree not strongly agree because of the lack of attention to the school playground and grass next to it. There many stickers on the playground and the grass

next to it. I would like to see more attention placed on the playground as it is an important part of the children's day.

## MAP % All Students In the District Below Avg - Reading

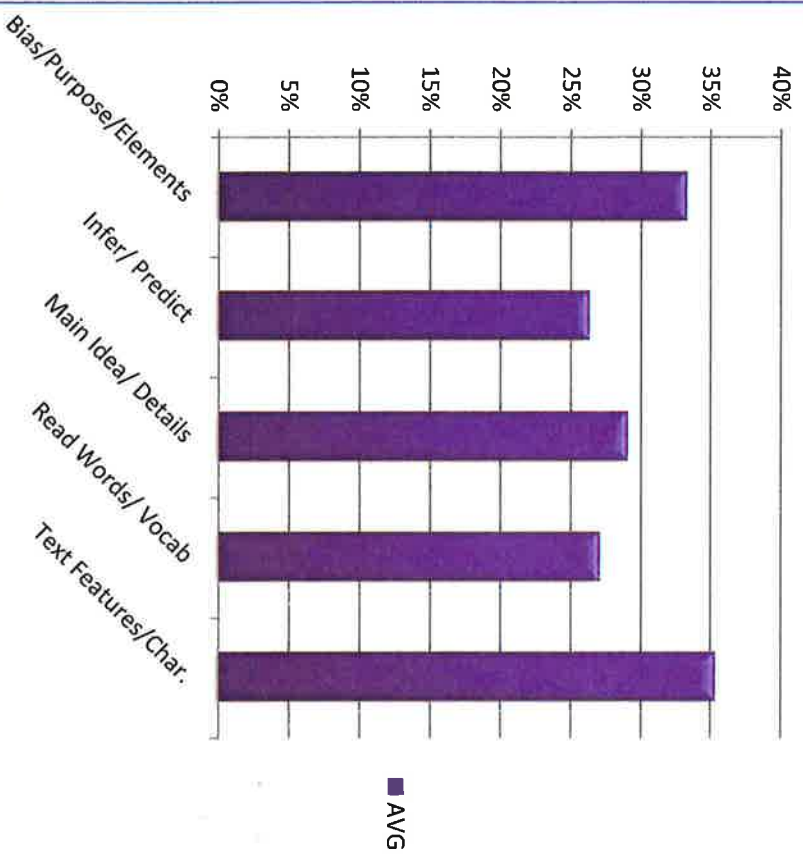


## MAP % All Students In the District Below Avg - Lang. Usage

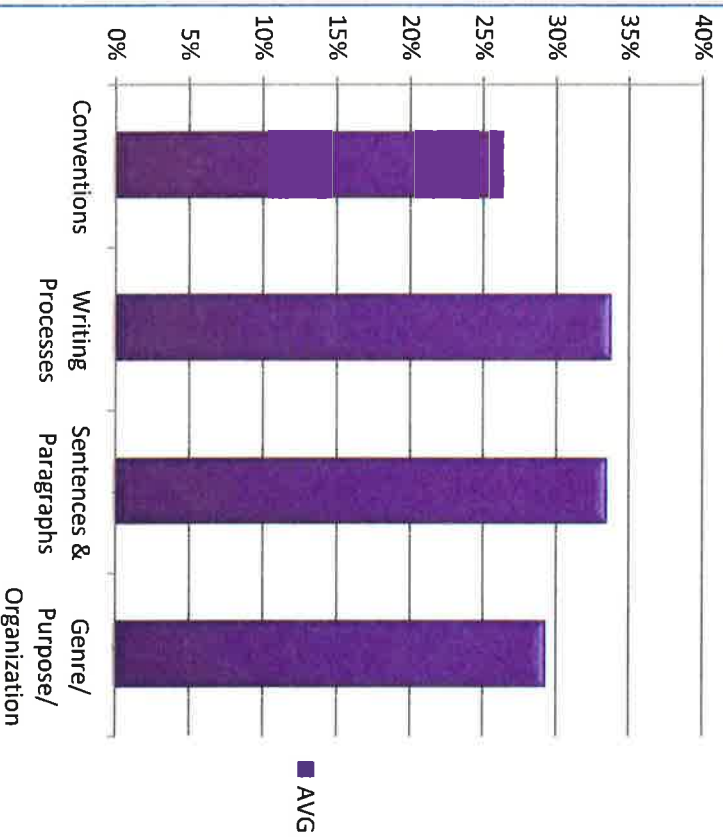




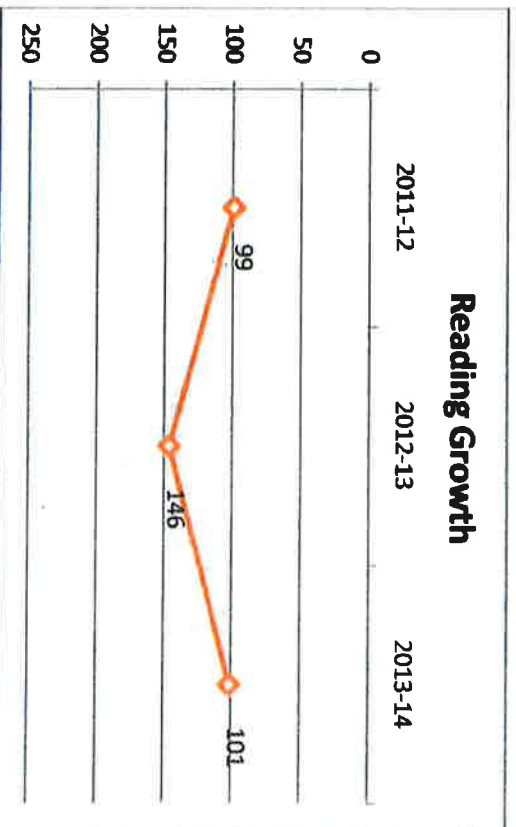
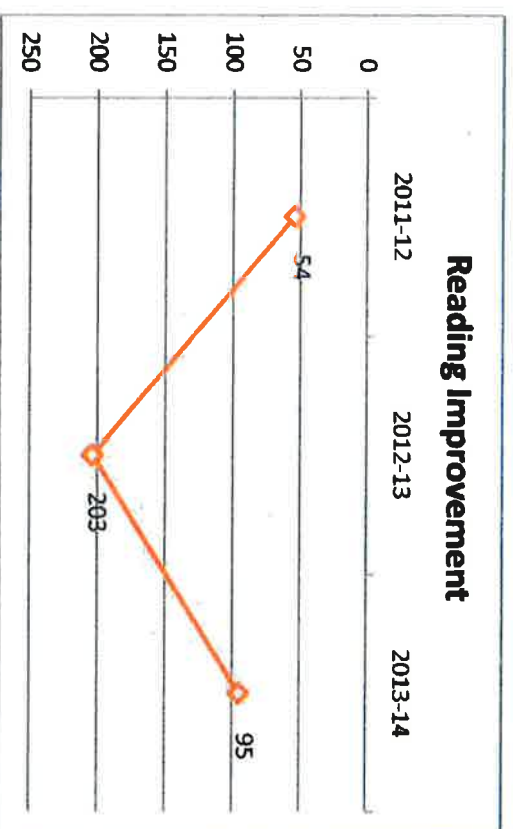
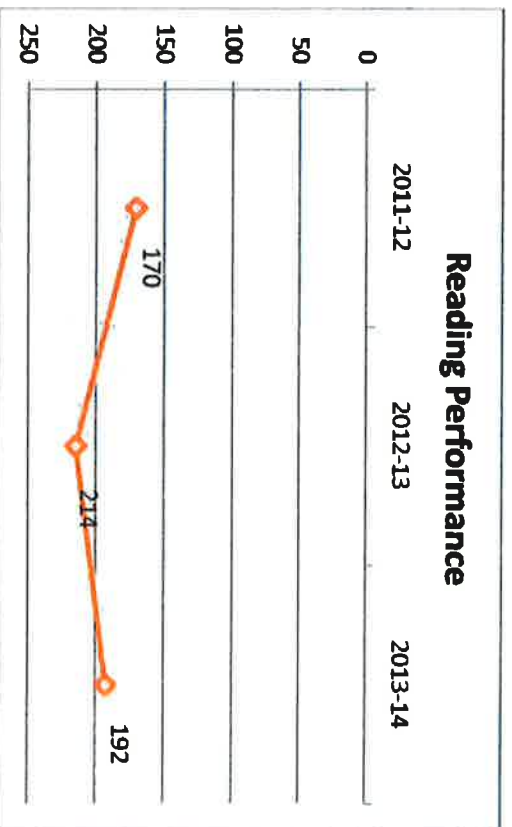
## 4 Year AVG - % of Students Below Average - Reading



## 4 Year AVG - % of Students Below Average - Lang Usage



## MAYWOOD NePAS RANKINGS ELEMENTARY (3-5) GRADE CHARTS

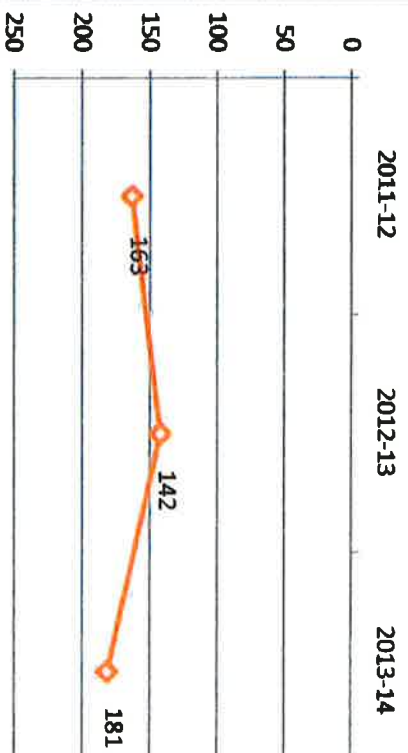


Performance = ranks the assessment results for that assessment year

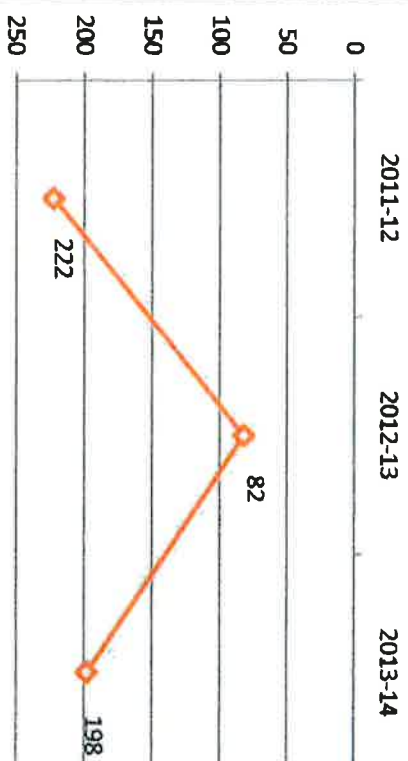
Improvement = the same grades are compared; e.g., 2012-13 3rd, 4th, & 5th grades are compared to 2013-14 3rd, 4th, & 5th grades

Growth = the same students are compared; e.g., students in grades 3, 4, & 5 in 2012-13 are compared to themselves as 4th, 5th, & 6th graders in 2013-14

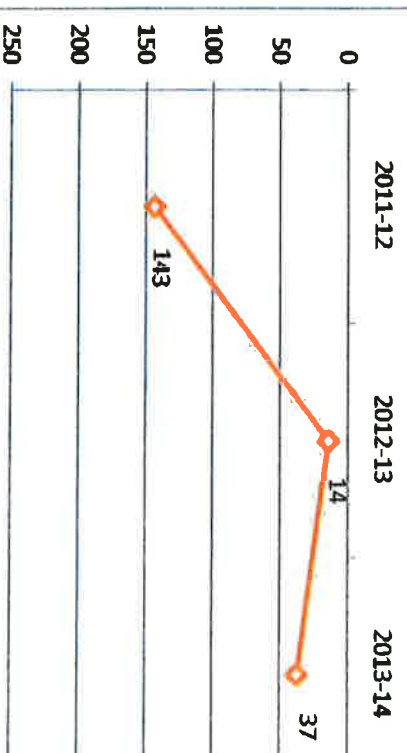
### Math Performance



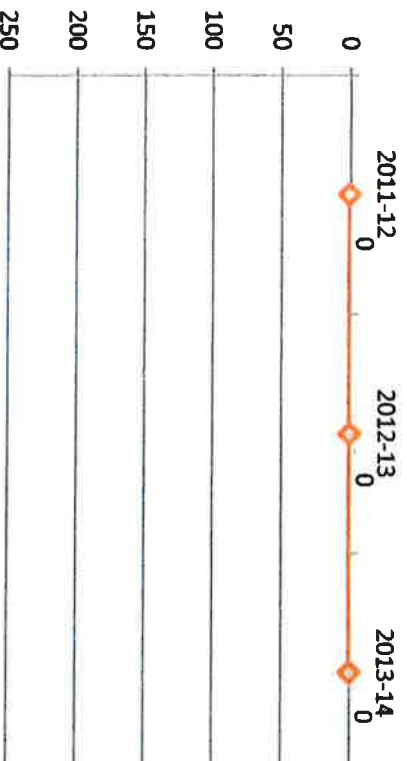
### Math Improvement



### Math Growth

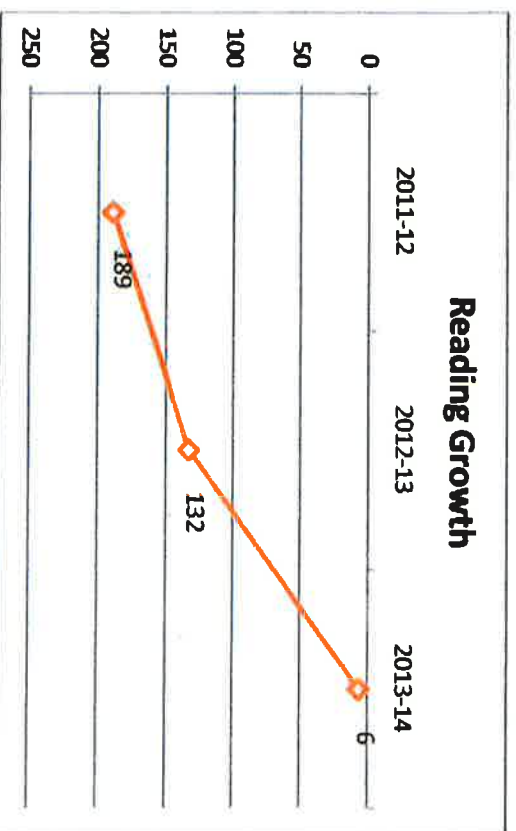
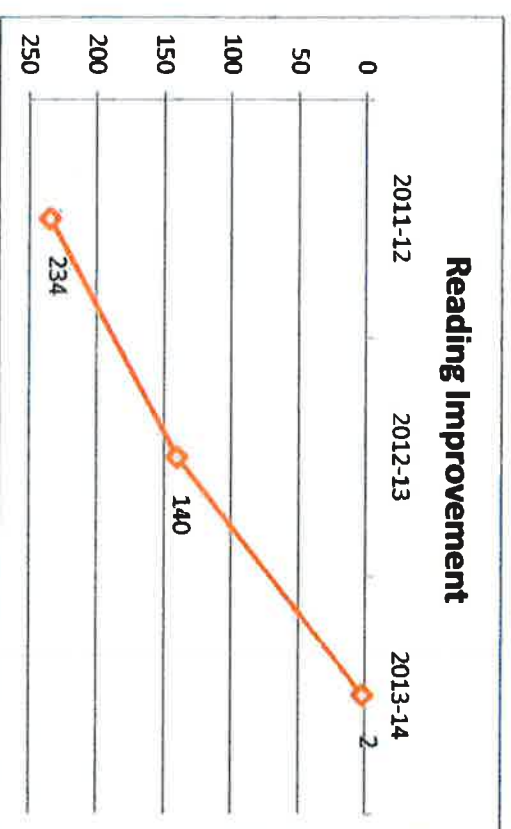
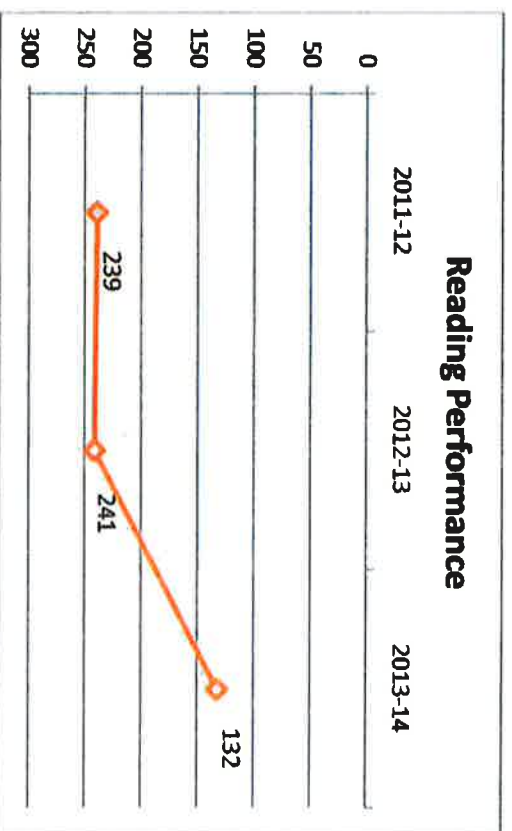


### Science Performance



Less than 10 students were in these classes so the results are masked.

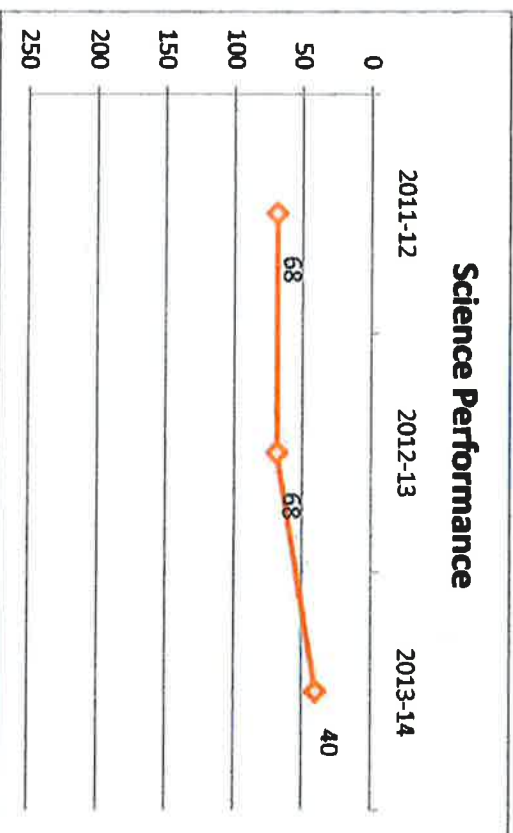
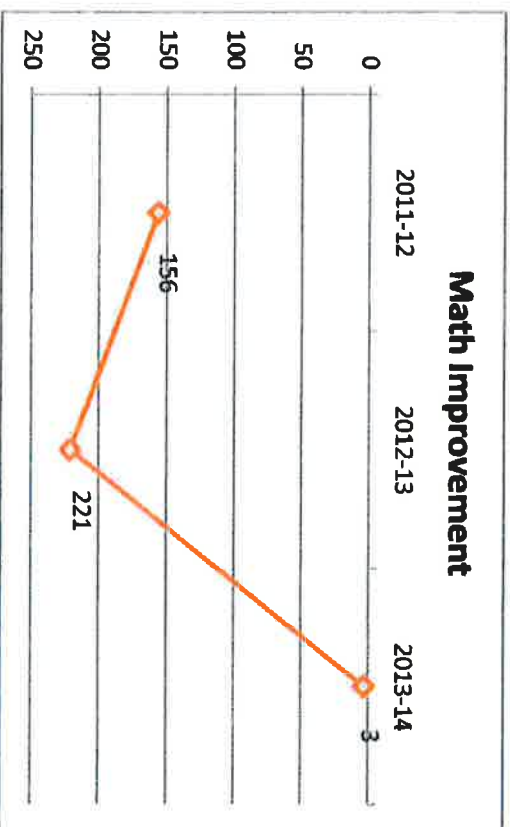
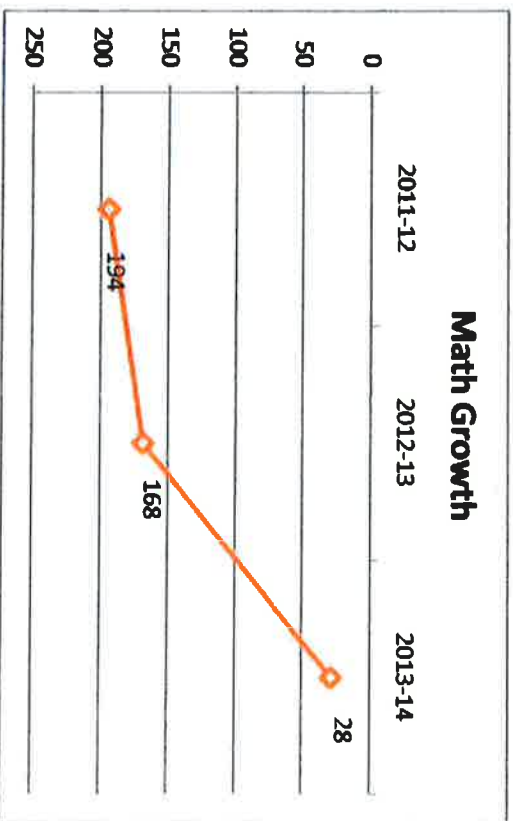
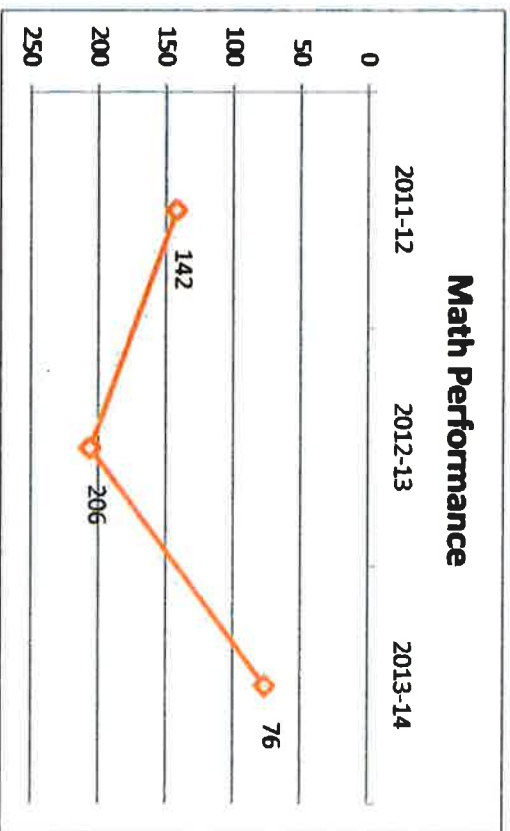
## MAYWOOD NEPAS RANKINGS MIDDLE SCHOOL (6-8) GRADE CHARTS



Performance = ranks the assessment results for that assessment year

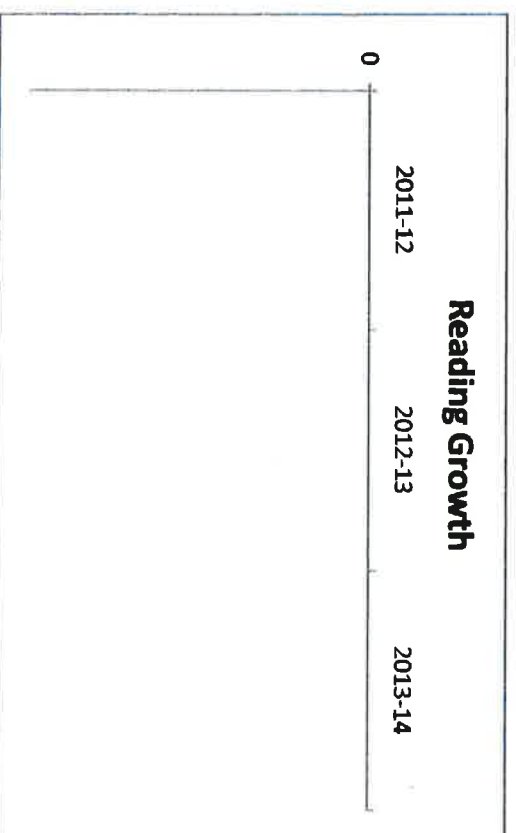
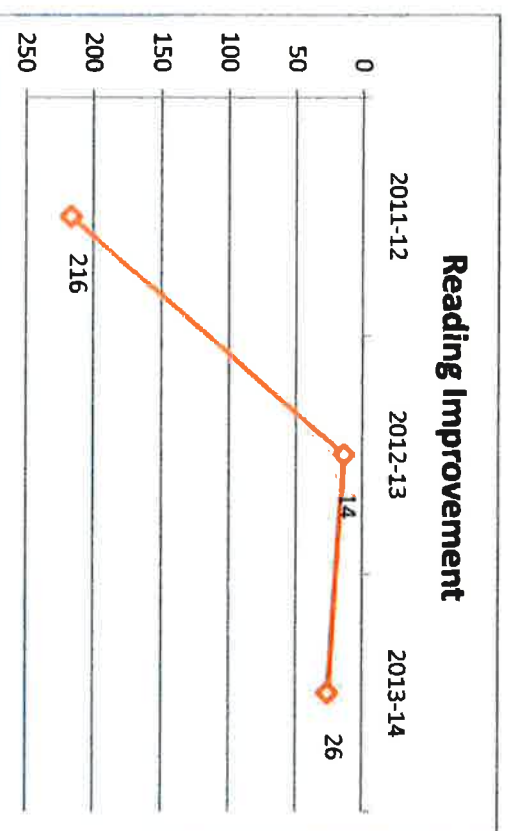
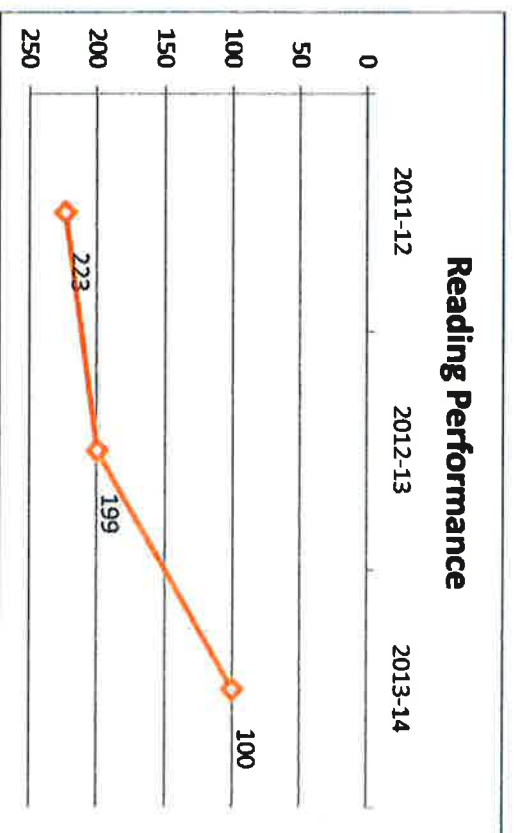
Improvement = the same grades are compared; e.g., 2012-13 3rd, 4th, & 5th grades are compared to 2013-14 3rd, 4th, & 5th grades

Growth = the same students are compared; e.g., students in grades 3, 4, & 5 in 2012-13 are compared to themselves as 4th, 5th, & 6th graders in 2013-14



## MAYWOOD NePAS RANKINGS 11<sup>TH</sup> GRADE CHARTS

20

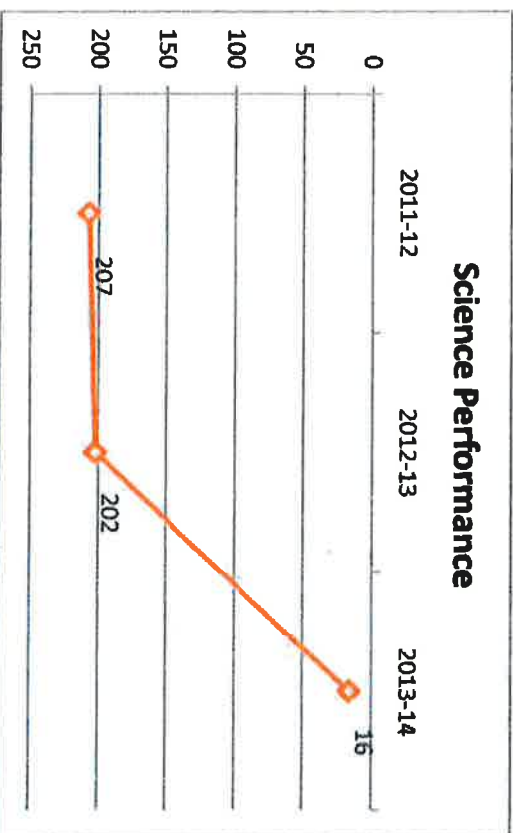
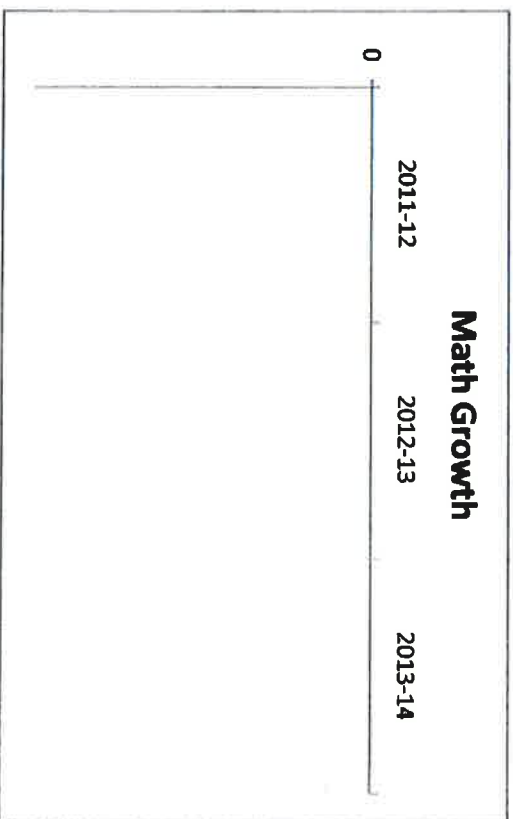
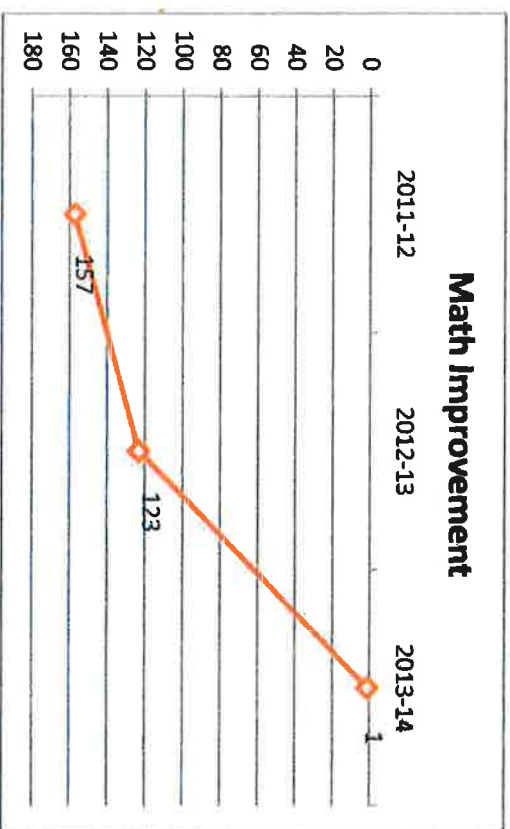


Performance = ranks the assessment results for that assessment year

Improvement = the same grades are compared; e.g., 2012-13 3rd, 4th, & 5th grades are compared to 2013-14 3rd, 4th, & 5th grades

Growth = the same students are compared; e.g., students in grades 3, 4, & 5 in 2012-13 are compared to themselves as 4th, 5th, & 6th graders in 2013-14

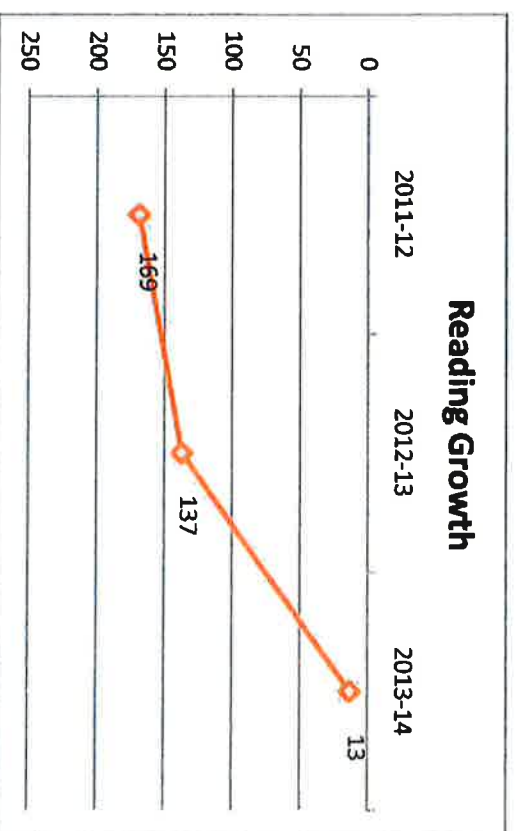
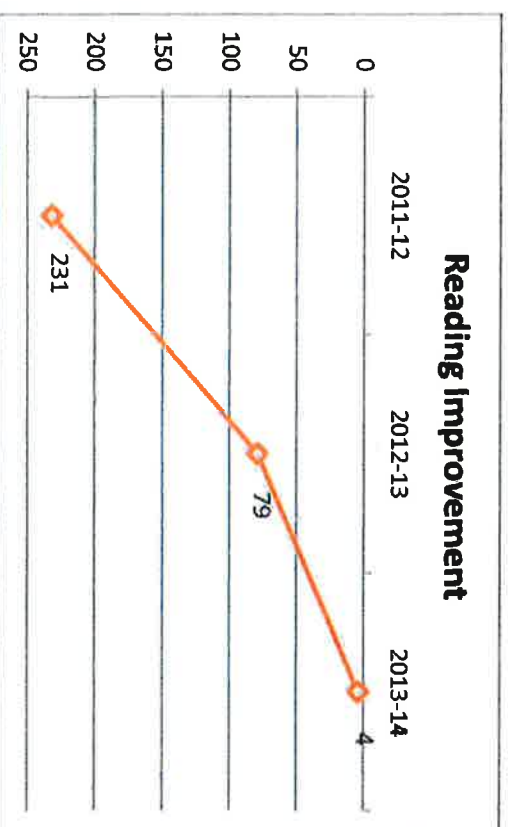
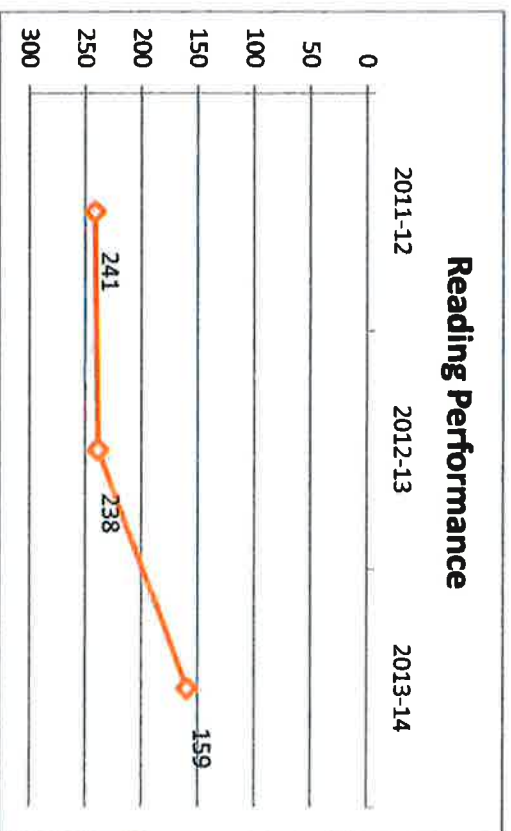
Not able to measure growth as the same students are not tested in consecutive years in high school.



Not able to measure growth as the same students are not tested in consecutive years in high school.



## MAYWOOD NePAS RANKINGS DISTRICT (Grades 3-8 and 11) CHARTS



Performance = ranks the assessment results for that assessment year

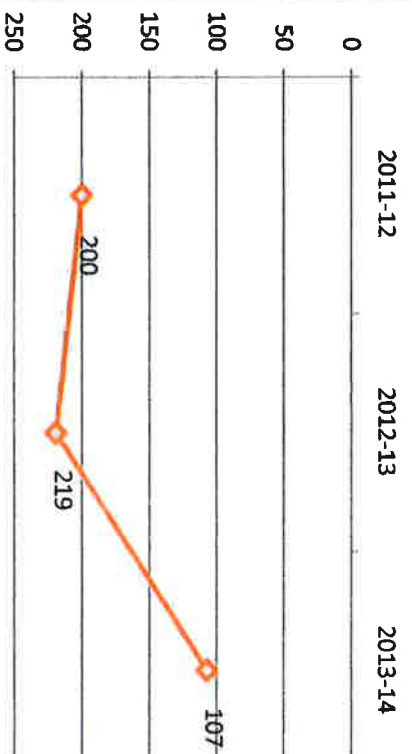
Improvement = the same grades are compared; e.g., 2012-13 3rd, 4th, & 5th grades are compared to 2013-14 3rd, 4th, & 5th grades

Growth = the same students are compared; e.g., students in grades 3, 4, & 5 in 2012-13 are compared to themselves as 4th, 5th, & 6th graders in 2013-14

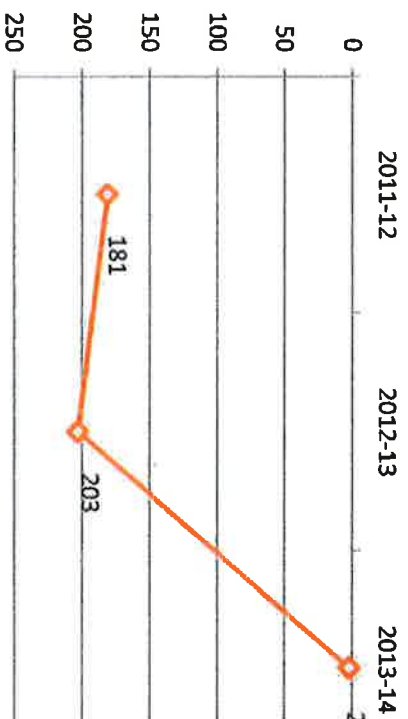
Not able to measure growth as the same students are not tested in consecutive years in high school.



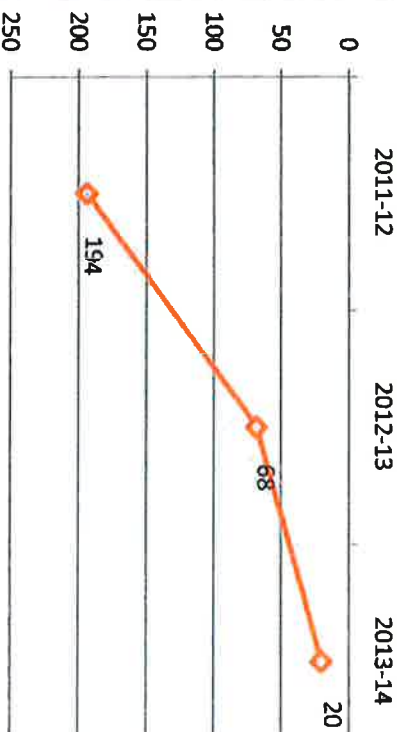
### Math Performance



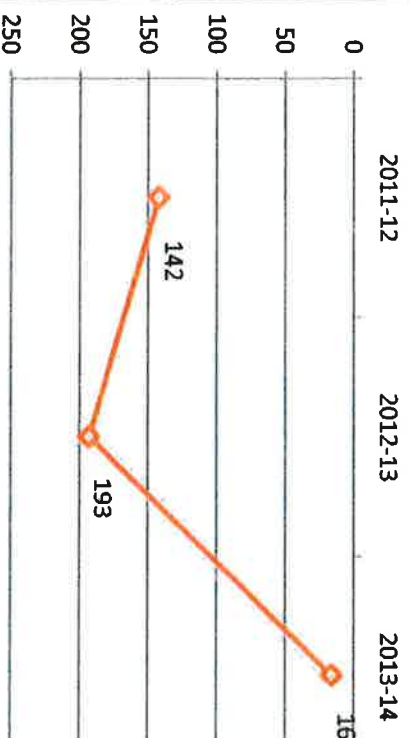
### Math Improvement



### Math Growth

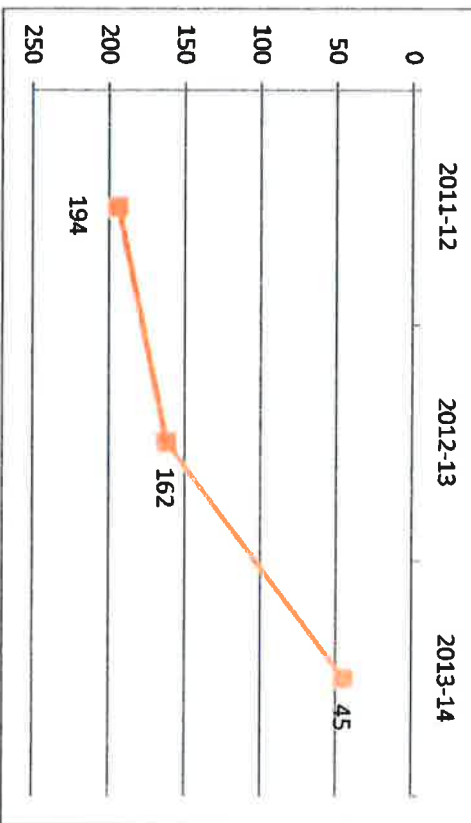


### Science Performance



Not able to measure growth as the same students are not tested in consecutive years in high school.

## Composite Rankings

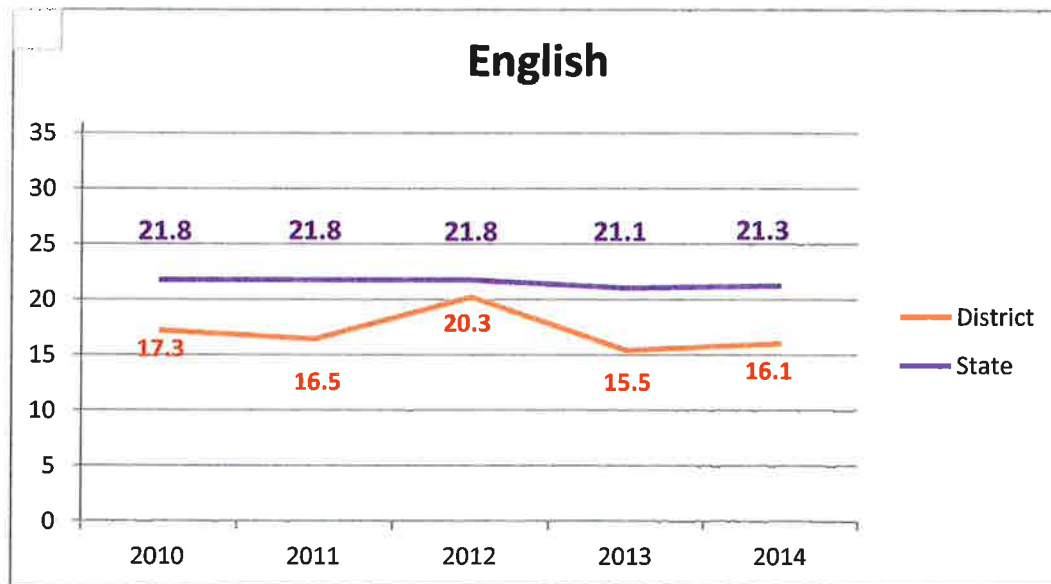


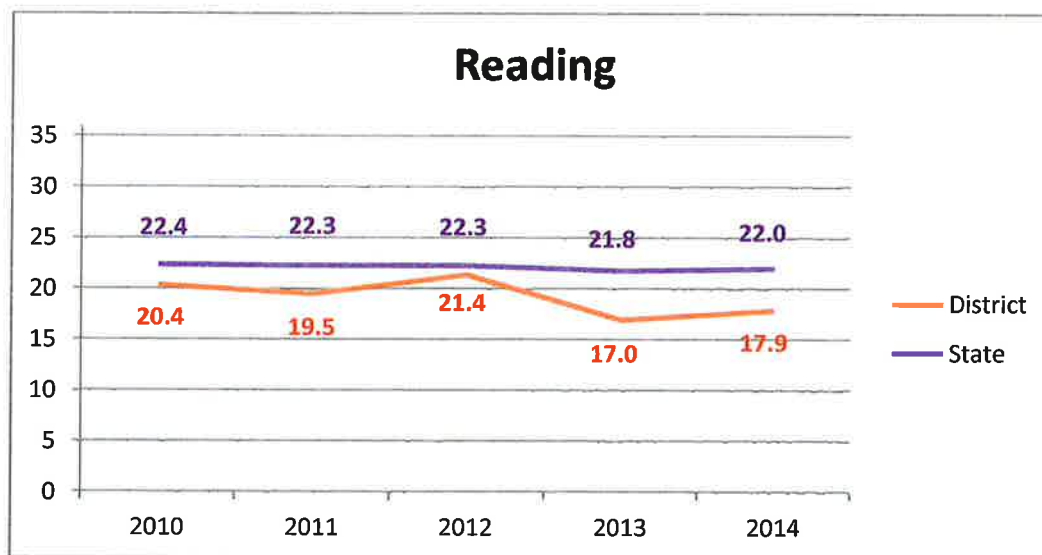
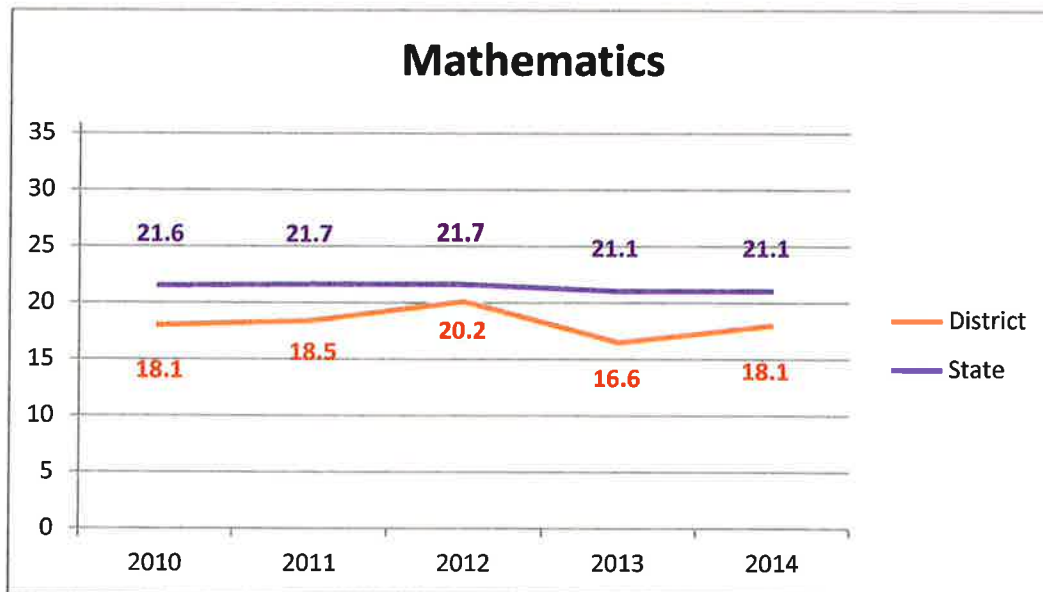
This chart shows the average ranking of all of the different categories that are ranked.

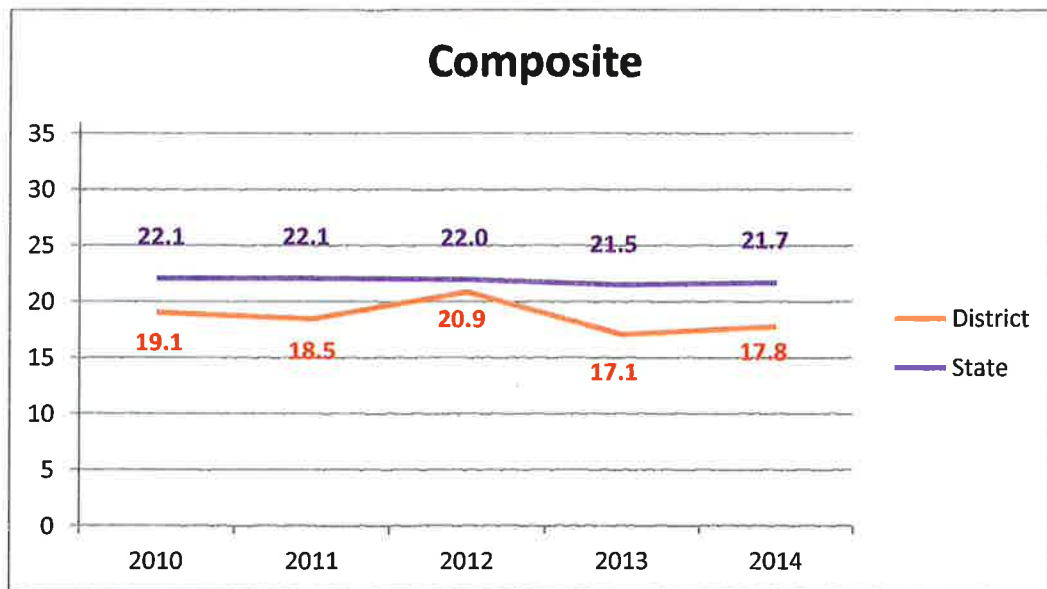
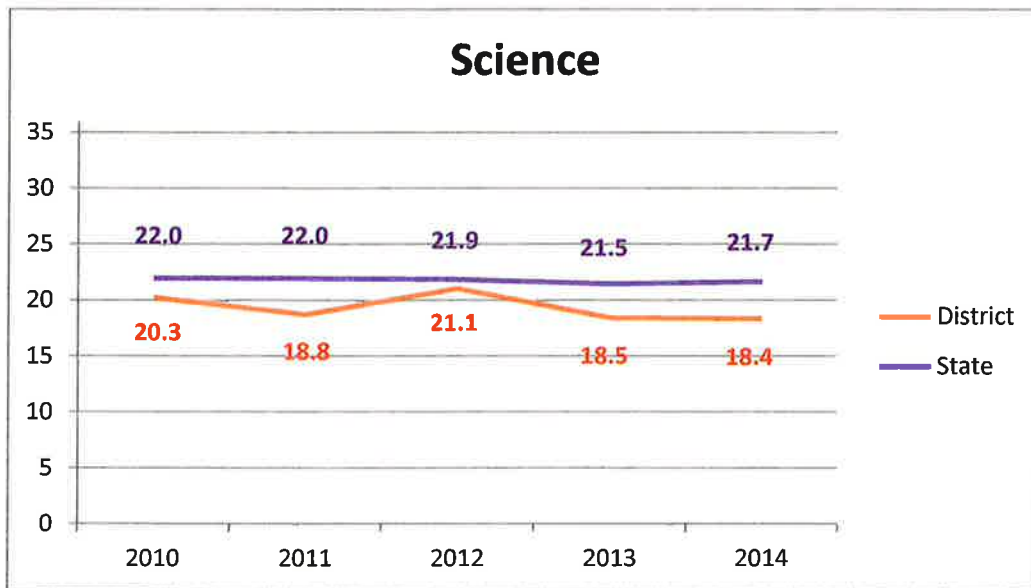
# MAYWOOD ACT RESULTS

## Total Students Tested

Graduation			
<u>Year</u>	<u>District</u>	<u>State</u>	
2010	11	16,172	
2011	6	16,461	
2012	16	16,581	
2013	11	17,745	
2014	8	17,768	









# MAYWOOD PUBLIC SCHOOL

## Continuous School Improvement—Action Plan

### Spring 2015



**School Improvement Goal:** All students will improve their skills within the writing process.

**Data to Support the Improvement Goal:**

1. NeSA-W results
2. MAP testing results

**Strategy/Intervention:** Implementation of The Write Tools curriculum for all students in grades K-12

**Research Supporting the Strategy/Intervention:**

1. thewritetools.net
2. Best practices for writing

Activities to Implement the Strategy/Intervention	Person(s) Responsible for Implementation	Timeline		Resources	Staff Development
		Beginning	End		
1. Elementary K-5 Graphic organizers Planning for writing Paragraph writing	1. K-5 staff 2. 6-8 staff 3. 9-12 staff	Spring 2013	Ongoing	1. Write Tools Binders	1. Write Tools training 2. Inservice days
2. Middle School 6-8 Addition of library skills course					
3. High School 9-12 Term paper requirement for 10th and 12th grades					

# **School Improvement External Team Visitation Report for Nebraska Framework Schools**

Maywood Public School

Maywood, NE

March 25 & 26, 2015



**NEBRASKA DEPARTMENT OF EDUCATION**

# Table of Contents

	Page
External Visitation Team Members .....	1
Agenda .....	2
Introductory Comments.....	3
Overview of Improvement Process.....	4, 5
School Improvement Goal.....	6
All students will improve their skills within the writing process.	
Goal Reports.....	7



**Maywood Public School  
External Visitation Team**

Jane Brown, Callaway Public School

Josie Floyd, Sutherland Public School

Kate Hatch, ESU #11

Phil Truax, Dundy County Stratton Public School

# **Maywood Public School Onsite Review Agenda**

**March 25 & 26, 2015**

## **March 25**

9:15-10:00am	Maywood Steering Committee presents the School Improvement Profile
10:00-10:45am	Maywood Administration gives External Team a tour of the facilities
11:00am-12:00pm	Informal discussion between External Team and Maywood Steering Committee
12:50-2:15pm	External Team visits classrooms and talks with faculty and/or staff
2:30-3:00pm	External Team visits with students

## **March 26**

9:00-12:00pm	External Team gathers more information – visiting classrooms, discussions with administration, Steering Committee, teachers, staff and/or students
1:00-1:30pm	External Team discusses their finding and writes their exit report
3:45-4:15pm	External Team presents their exit report to staff

## **Introductory Comments**

### **Jane Brown**

**A. Purpose of the External Visitation**

This visit is made to fulfill the requirements of Rule 10 for an external visitation at least every five years.

**B. Description of the Process for Gathering Information for the External Team Report**

Information for this report was gathered through data provided by staff of Maywood Public School, presentation by Steering Committee of the Maywood School Improvement Team, personal observation of classes and conversations with staff and students.

**C. Background Information Specific to the District**

The Continuous Improvement Goal was formally declared in 2012 when new administration came on board. It was through CIP workshop training in North Platte and meetings of a newly defined Steering Committee that Improved Writing Skills was chosen. Strengths and weaknesses of the district were identified through concerns shared by the Board of Education, the faculty and students in August 2012 and January 2013, and through Parent Surveys administered February 2014. Data was gathered, organized, analyzed and shared.

Low staff morale, lack of school pride, apathy in extra-curricular activities, student goals for achievement were also identified by the Steering Committee as concerns for the district. Recognition programs have been implemented that are bringing a positive spin to these issues.

**D. Additional Remarks, etc.**

Thank you to the administration and staff of Maywood Public School for their kindness and hospitality during our visit. The atmosphere was helpful and welcoming everywhere we went making our job enjoyable.

## Overview of Improvement Process

Reviewer's Names: Josie Floyd, Kate Hatch

**I. Description of the Continuous Improvement Process: (Team membership, timelines, summary of activities, and for public schools, a description of how multicultural education is incorporated into the process.)**

The school improvement process at Maywood functions through various committees. The steering committee, data collections committee, data analysis committee strategies and implementation committee, and evaluation committee work on various tasks to accomplish the improvement goals of the district. Each teacher in the district serves on at least one committee.

**II. Commendations: (Successful Activities, Procedures and Accomplishments in the Overall Progress of the School Improvement Process)**

*A. Commitment to Success of Students*

There is strong leadership at this district. These leaders have ensured that all staff is involved in the school improvement process. We observed highly professional and dedicated staff members at this district. It is evident that both teachers and administrators are committed to the goal that was selected.

*B. Using Data to Inform Instruction*

In the past several years, the district has begun to use data to inform instruction. The district administers NWEA MAP tests to all students in grades K-12 three times a year. Teachers and administrators analyze this data at the beginning and end of the year as a collective group. During the course of the year, data is shared with all staff members via email.

Once the results have been collected, teachers utilize MAP's Descartes program to help the students set goals. Once the goals have been established, the computer program called Compass Learning takes the MAP data and helps to develop an individualized education program for each student in the areas of reading and math. Each student progresses at his/her own pace and level so that every student can achieve his/her maximum academic potential. To help accomplish this efficiently, all students in grades 6-12 are divided into teams, which are referred to as "A Teams." This is an advisor/advisee program where teachers meet with students during homeroom period to monitor each student's progress, provide assistance, and help prepare them for upcoming assignments, projects, and tests. The team that makes the most improvements when taking the MAP and NeSA assessments are recognized at the end of the year.

*C. Purposeful Professional Development*

It is crucial that professional development be connected with the continuous

improvement process. Maywood has done a nice job of ensuring that all staff members receive training that is necessary to successfully implement research-based strategies and continues to utilize experts within the district and outside of the district in order to attain and sustain highly trained teachers.

### **III. Recommendations for Next Steps in the Overall School Improvement Process**

The school district is developing a collaborative and ongoing process for improvement that aligns the functions of the school district with the expectations for student learning.

#### **A. *NDE Continuous Improvement Framework.***

Continue to build capacity and create a teacher led Continuous Improvement Process by encouraging all staff members to learn more about the Continuous Improvement Process. There are several resources available for structuring and managing a continuous school improvement process. Adopting the recommended NDE Continuous Improvement Framework <http://www.education.ne.gov/APAC/Documents/School-Improvement/NEFrameworks.pdf> will help guide the district through creating and analyzing the school data profile, setting K-12 improvement goals based on the triangulation of the data, developing a research-based plan for achieving the identified goals, and effectively implementing the action plan. Utilize the provided checklists to coordinate all committee efforts and the technical assistance rubric to evaluate progress throughout the five-year cycle.

#### **B. *Support Services***

There are numerous educational professionals who can provide consultation and/or facilitation of the Continuous Improvement Process. It will be valuable and effective to continue to access support through the Nebraska Department of Education and your regional Educational Service Unit (ESU 15) as you begin a new improvement cycle.

#### **C. *Data***

It is important to continue to utilize student performance data to determine school effectiveness. This should include data from norm-referenced tests, curriculum-referenced tests, and classroom assessments. Consider disaggregating data to determine if any particular subgroup of students is not achieving to the highest potential. Data can be broken down into a variety of categories including but not limited to: special education, socioeconomic status, option enrollment distance traveled to school.

## **School Improvement Goals**

**Goal I: All students will improve their skills within the writing process.**

# Goal Report

Reviewer's Names: Phil Truax

- I. All students will improve their skills within the writing process.**
- II. Comments About the Student Performance Goal (including goals, assessments, interventions/strategies, and/or staff development)**

We see Maywood making excellent progress towards their School Improvement Goal.

### **III. Successful Activities or Strategies**

- A. The implementation of Write-Tools for K-12 district. Although this is in the beginning phases, it is apparent that the common language of the Write-Tools program will pay big dividends in the improvement of your students' writing.
- B. Administration began the practice of frequent Walk-Through and Summative Teacher Evaluations. The most effective part of this process was the increased amount of feedback given to teachers about instructional strategies.
- C. The use of Compass Learning as an intervention and enrichment tool for students. The K-8 use of Compass Learning for the areas of Math, Reading, Writing, etc. has been and will continue to be an important step in filling in gaps and building writing skills for the students of Maywood Schools.
- D. The use of data analysis, goal setting and celebration of achievement in relation to MAP and NeSA testing. Maywood Schools have shown a marked improvement in student achievement on state and national assessments since implementing this strategy and should be commended for the work they have put into building this structure.

### **IV. Recommendations for Next Steps**

- A. Focus on curricular alignment through scope and sequence. This process can be started with increased communication between grade levels and curricular areas about the scope and sequence of the essential learnings of the writing process.
- B. Appropriate inclusion of Write-Tools strategies across the curriculum. As each course's curriculum is reviewed and analyzed, be sure to include the Write-Tools strategies that each course is using when devising writing assignments.
- C. Consider the use of frequent formative writing assessments to monitor student progress. It is possible to devise some common writing assessments that are fairly quick to administer and grade that could be used by several instructors that would help track student progress on their writing goals.
- D. Continue to develop staff on various research-based instructional strategies to improve writing. With the incoming Marzano Instructional Framework, perhaps focus on the student engagement portion to utilize effective techniques to engage students into the writing process.