

Title I Schoolwide Plan

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

Date of Review:		April 28, 2025	
District Name:		Maywood Public School	
School Name:		Maywood Elementary	
County-District-School Number: xx-xxxx-xxx		32-0046	
Grades Served with Title I-A Funds: (PK is rarely served)		K - 6	
Preschool program is supported with Title I funds. (Mark appropriate box)			Yes No XX
Summer school program is supported with Title I funds. (Mark appropriate box)			Yes No XX
Indicate subject area(s) of focus in this Schoolwide Plan.		Reading/Language Arts XX Math Other (Specify) _____	
School Principal Name:		Lucas McCain	
School Principal Email Address:		lucas.mccain@maywoodtigers.org	
School Mailing Address:		#1 Tiger Drive, Maywood, NE 69038	
School Phone Number:		308-362-4223	
Additional Authorized Contact Person (Optional):		Mrs. Emily Lenz	
Email of Additional Contact Person:		emily.lenz@maywoodtigers.org	
Superintendent Name:		Mark Bejot	
Superintendent Email Address:		mark.bejot@maywoodtigers.org	

<u>Names of Planning Team</u> (include staff, parents & at least one student if Secondary School)	<u>Titles of those on Planning Team</u>
_____	<u>Parent</u>
_____	<u>Administrator</u>
<u>Olivia McCain</u>	_____
<u>Lucas McCain</u>	<u>Parent</u>
<u>Mark Bejot</u>	<u>Principal</u>
<u>Cindy Bolish</u>	<u>Superintendent</u>
<u>Kim Stengel</u>	<u>4th Grade Teacher</u>
<u>Alicia Shirley</u>	<u>Counselor</u>
<u>Anna Meyer</u>	<u>1st Grade Teacher</u>
_____	<u>3rd Grade Teacher</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 78	Average Class Size: 13	Number of Certified Instruction Staff: 7.5
Race and Ethnicity Percentages		
White: 89.8 %	Hispanic: 8.6 %	Asian: 0 %
Black/African American: 0%	American Indian/Alaskan Native: 0 %	
Native Hawaiian or Other Pacific Islander: 0 %	Two or More Races: 1.5%	
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 53 %	English Learner: 4.7 %	Mobility: 6.5 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
Dibels	
NSCAS	
I-Ready	
Confirm all Instructional Paras are Qualified according to ESSA.	
XX Yes	No

The Schoolwide Plan must be made available to the School, Staff, Parents, and the Public via the school's website.

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

1. Comprehensive Needs Assessment

1.1	<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 curriculum, instruction, and assessment decisions.</i>
Maywood Public School provides professional development opportunities for administrators, instructors and para-educators to improve student learning. Professional development is provided to assist teachers in disaggregating student assessment data, dividing information into small groups to facilitate the planning process. This year teachers were provided data identifying outcome mastery of state learning goals. Data gained from the information process is used to drive instruction, reteaching and draft plans to ensure students are mastering state and local goals. Maywood Public School provides professional development opportunities for administrators, instructors and para-educators to improve student learning. Professional development is provided to assist teachers in disaggregating student assessment data, dividing information into small groups to facilitate the planning process. This year teachers were provided data identifying outcome mastery of state learning goals. Data gained from the information process is used to drive instruction, reteaching and draft plans to ensure students are mastering state and local goals. Maywood Public School provides professional development opportunities for administrators, instructors and para-educators to improve student learning. Professional development is provided to assist teachers in disaggregating student assessment data, dividing information into small groups to facilitate the planning process. This year teachers were provided data identifying outcome mastery of state learning goals. Data gained from the information process is used to drive instruction, reteaching and draft plans to ensure students are mastering state and local goals. Maywood Public School provides professional development opportunities for administrators, instructors and para-educators to improve student learning. Professional development is provided to assist teachers in disaggregating student assessment data, dividing information into small groups to facilitate the planning process. This year teachers were provided data identifying outcome mastery of state learning goals. Data gained from the information process is used to drive instruction, reteaching and draft plans to ensure students are mastering state and local goals. Maywood Public School provides professional development opportunities for administrators, instructors and para-educators to improve student learning. Professional development is provided to assist teachers in disaggregating student assessment data, dividing information into small groups to facilitate the planning process. This year teachers were provided data identifying outcome mastery of state learning goals. Data gained from the information process is used to drive instruction, reteaching and draft plans to ensure students are mastering state and local goals. Maywood Public School provides professional development opportunities for administrators, instructors and para-educators to improve student learning. Professional development is provided to assist teachers in disaggregating student assessment data, dividing	

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i-Ready math & reading and NSCAS test results are utilized to evaluate student learning accomplishments and areas that are targeted for school improvement. Testing goals are individually established and given to student prior to these assessment and are based on past performance. All elementary students are tested three times per year (fall, winter and spring) using i-Ready assessments were used in grades K -6. All students are provided assessment goals for each area. Data is gathered on student learning engagement using TNTP strategies through frequent walk-through observations resulting in teacher conversation regarding the levels of student learning and engagement in the learning to drive instruction on state standards..

Maywood Public School also has a comprehensive school improvement process in which teachers form school improvement committees. We have been using teacher teams to examine test data and perform analysis regarding our student's performance. We have been using committee of a whole, examining student performance and determining goals. The current free-reduced lunch rate is 53%.

1.2 *Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school.*

Parent and community input was gathered that impacted program needs of the school through:

1. Culture and Climate Survey which was placed on the school website, offered to parents at Parent-Teachers Conferences. Data is collected will be disseminated to the school climate committee and reviewed by the ESU to identify trends, strengths and areas of improvement.
2. Information and parent feedback was provided to parents at our annual Title 1 meeting in the fall. The school compact, Title 1 improvement plan, parental involvement policy in Title 1, was reviewed and suggestions for improvement determined no changes were recommended.
3. Title 1 Parent Engagement policy was reviewed and parents stated the policy was okay, no revisions needed at this time. Mr. Bejot read the policy to the parents soliciting their recommendations. Meeting was held on August 15, 2024 in conjunction with our elementary welcome back activities.

1.3 *Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan.*

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.

TNTP strategies and goals of focusing on student engagement and students taking control of their learning instead of the teachers. We are using our staff interventionist to perform walk-through observations and teacher feedback regarding their success incorporating these effective intervention strategies. Instructional strategies still utilize Marzano instructional

strategies. This program focuses our team at knowing that students are actively engaged in learning essential outcomes. The principal and instructional coach received ongoing training throughout the year learning to effectively evaluate student engagement using walk-through observation providing feedback on their instructional delivery. We continue to focus on providing clear learning objectives, chunking instruction, student learning activities and checking for understanding.

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. Due to the Covid-19 pandemic, the district provides on-going mental health therapy through a grant with ESU #15. Students are evaluated by teachers and parents regarding the need for therapy. This program is open to students and teachers two days per week. This has improved student attendance, engagement within the classroom and helped deal with emotional and traumatic student issues.

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.

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. Maywoods schoolwide plan is monitored and revised based on student needs. We have added mental health services two days a week to help students deal with trauma and personal growth issues. We have seen significantly fewer office referrals. Additionally, the district has added Social Emotional Learning to our curriculum, which is addressed weekly during family time activities.

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Student assessment analysis occurs during fall in-service as well as during monthly in-service meetings. Mr. McCain and Mrs. Cindy Bollish provide disaggregated data on assessments. Data is analyzed, discussions focus on trends and possible gaps in instruction. Teachers examine individual student data which helps with small group and centers instruction.

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction.

Maywood Public School utilizes only "Highly Qualified" Paraprofessionals in our Title 1 services in 2024 - 2025. Our five para-educators are: Gwen Peterka, Mary Oldham, Shannon Gauditis, Angela Worth, and Mary Troph.

These paraprofessionals attend a para educator training one time per year which is offered at ESU 15. Maywood Public School also offers Para-Pro software to our school paras which provides a wealth of knowledge in an online continuing education environment.

Paraprofessionals attend all district staff inservices (three days at the beginning of the school year) as well as staff developments according to the school calendar to ensure they understand district improvement goals and activities.

All instructional paraprofessionals at Maywood 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 annual state paraprofessional training, teacher in-service dates, and school improvement committee meetings throughout the year. All para-professionals (all staff at Maywood Public School) are kept up to date on CPR certifications and all other district required in-service like BBP, accidents, and student improvement goals and activities.

This year's focus will be to provide clear and concise learning objectives, refer to the objectives during instruction and check comprehension of the objectives. Dr. Acosta's focus on utilizing instructional strategies that are highly correlated to student mastery of state standards will be reinforced through observation. TNTP's emphasis on student engagement will be utilized to improve effective instruction using Marzano strategies withn the classroom learning environment.

These strategies were re-inforced during in-service times and walk through documents.

Teacher evaluation also focused on our goals to improve student learning through effective instructional strategies. Instructors also went to various schools observing teacher instruction and then providing feedback to Mr. McCain. Observations were also discussed during in-service times. Specific individual learning was also reinforced through attending local, district and state in-service. We want our teachers to improve professionally their skills and techniques as this will hopefully transition to improved instruction..

4. Strategies to increase parent and family engagement

4.1

Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed.

Maywood Public School staff, parents, and students were involved in the development of the Maywood Title 1 Compact. The compact was reviewed and edits were determined at the annual Title 1 Parent Meeting which was held on August 15, 2024. More reviewing and edits were conversed at the Spring Parent and Family Engagement Activity entitled "Title 1 Family Reading Night" which was held on April 13, 2025.

The 2024-2025 Parent Compacts were distributed into every elementary student home via classroom the monthly newsletter which is mailed to all enrolled student families at Maywood Public School. Compacts reached each household where elementary students at Maywood Public Schools reside. Parent signatures were not required so were not collected. (Compacts are available in Spanish if necessary)

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

1. help children achieve the state's 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.
2. 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).
3. Address the importance of communication between teachers and parents on an ongoing basis.
4. "Title 1 Tidbits" are inserted into the monthly newsletter with the intention of communicating with parents. This communication is Maywood Schools tool to reach out to parents and educate them about Title 1 and give them tools to be more involved in their student's education. The "Title 1 Tidbits" address issues from addressing Title 1 Continuous School Improvement, Compact development and Parent and Family Engagement to improving homework time and family time at home. During the holiday break and any school closures due to weather, the "Title 1 Tidbit" offered online resources to engage and further enrich the education of students K-6.

4.2

Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure.

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 and family and is reviewed and updated at the annual Title 1 Parent meeting. The Annual Title 1 Meeting was held at 5:30 p.m. on August 15th in the Maywood school cafeteria.

Mr. Bejot reviewed the Title 1 Parent & Family Engagement Policy 5057 with parents and students. The policy meets ESSA requirements including: 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 parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents 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.

Mr. Bejot reviewed the entire policy, soliciting recommendations for change. Parents were okay with the Parent Involvement policy for Title 1 as well as the parent compact. A total of approximately 75 parents and students were in attendance.

4.3 *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.*

The Title 1 Annual Parent meeting was held at 5:30 p.m. on August 15, 2024 and at 5:30 p.m. These meetings are held annually at the Back to School Night in the Maywood School Cafeteria. While families are eating hotdogs the parent meeting is also held. This event is advertised to all families in the school district and all enrolled student families in the form of a "Bright Arrow Message" which comes across in a phone call, an email, and a text message.

In addition to the Annual Title 1 Parent Meeting, a parent and family engagement activity

entitled "Title 1 Family Reading Night" was held at 6:00 p.m. on November 9, 2024. At this event, all attendants were served a hamburger meal and each student was given a book to take home. The Title 1 Teacher ordered books for this event from Scholastic. The books were tailored to match each students BAS level of reading ability. If students in grades K through 6 grade did not attend the meeting, the book was given to them the following day of school.

Maywood Public School uses the Title 1 Family Reading Night as an opportunity to allow parents to check in with Title 1 services being provided in each elementary classroom. Translation is available and provided as needed. The Title 1 Family Reading Night for the 2024-2025 school year is planned for March 14, 2024.

The Title 1 Teacher is available at both the Back to School Night/Annual Parent Meeting as well as the Family Reading Night. During these events, the Title 1 Teacher and the school Superintendent speak with incoming and existing Maywood Public School families to let them know about the Title 1 Services available to students. Classroom teachers attend both nights as well speak with parents about their child/children and the additional help which is available to all children through the Title 1 program.

If parents determine extra help is necessary, the classroom teacher and Title 1 teacher work with the parent(s) to make an educational plan. The importance of communication between teachers and parents is addressed on an ongoing basis. The Title 1 Teacher at Maywood Public School sends out a "Title 1 Tidbit" in every monthly newsletter. The purpose of the Title 1 Tidbit is 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 in reading and math.

5. Transition Plan

5.1

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).

The transition plan for early childhood to elementary students is focused around kindergarten round-up day. We use this day to share information with parents. Parents get an opportunity to meet with the teacher, administration, and go on a tour of the school. The students spend a morning in the kindergarten room participating in activities with the kindergarten teacher.

The transition plan for early childhood to elementary students is focused around kindergarten round-up day. We use this day to share information with parents. Parents get an opportunity to meet with the teacher, administration, and go on a tour of the school. The students spend a morning in the kindergarten room participating in activities with the kindergarten teacher.

For the transition from elementary to intermediate the main focus is around teachers sharing information with each other. These students also transition to a different building on the same campus. This building houses both our fourth and fifth grade students.

During the transition from intermediate to middle school we phase the students into the high school building. Their first year in the high school building they still have a self contained classroom teacher. They transition to full periods for PE and music. We also have them spend the day with the new sixth grade at the end of the prior year. At the start of the year, we also go

over rules and expectations for the high school building with this cohort individually. After this year of self containment the students start to transition to all of our high school teachers throughout the day.

For the last transition from middle school to high school the only change that occurs for the students is they now get to select elective courses. To accomplish this the students meet individually with our counselor to select their courses.

For incoming students, we support their transition to school by making sure they tour the school before the first day of school. On the tour, we take them to all of the different areas of the school and discuss what they will be doing in each of the areas. On the first day of school, we also pair the new student with a current Maywood student to help them get from place to place throughout the day.

5.2

Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).

In addition to the activities that we do for incoming students the following is done for outgoing students. Teachers share information with each other about the performance and behavior of the students. In addition to the activities that we do for incoming students the following is done for outgoing students. Teachers share information with each other about the performance and behavior of the students.

For transitioning students from high school to post secondary schooling or career students are offered multiple different opportunities to explore their future choices. Students participate in career day events to explore various potential careers. Students are allowed to go and survey various potential careers to see if their career would be of interest to the student

We encourage all students to explore their interest areas and visit colleges to find a place that feels like home. When students choose the career pathway we ensure students have the skills needed to be successful in their field of interest.

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Maywood Public School schoolwide plan affords increased learning opportunities for students needing additional support to master state outcomes. Para-educators work directly with students in inclusive settings such as learning centers. Students are also given additional instruction during free time activities.

Teacher works individually or in small groups daily within the classroom helping students learned outcomes that maybe gaps in learning or simply not learned. The classroom teacher also provides direct instruction with all students to keep students learning new concepts.

Schoolwide Title 1 offers a Parent-Student Reading Night. Title 1 funds purchase a leveled reading book for each student from Scholastic. We offer a simple meal to get families to participate. Parents go with students to class where they will read the book together. Students and parents will keep the book to take home. The teacher will discuss effective reading technics parents can read at home, followed by time set aside to read the book. We will

demonstrate to parents how to ask questions about the reading to improve reading comprehension.

The schoolwide elementary plan also includes summer school for grades K - 6. Reading data and teacher recommendation are used to determine students recommended for the summer reading academy. Parents are sent a letter indicating their child's reading level and comprehension skills. The parent letter provides data and rationales used to recommend their son/daughter. This last summer we had fifteen students participate in the summer reading program. The summer reading program is funded by general fund monies and not Title 1 funds.

7. Consolidation OR Coordination and Integration of Federal, State, or local Funds

7.1

Our LEA does not Consolidate Title I funds, with other Federal, State, and local funds. If you think your district does consolidate funds, contact your consultant. (It is common practice in Nebraska to not consolidate funds). *(If you choose not to consolidate, N/A is acceptable.)*

Maywood Public Schools coordinates funds from the general fund, ESSA Funds to provide Title 1 activities. We have been working to update curriculum that meets local and state curricular outcomes. Maywood has comingled funds to provide updated curriculum for instruction and learning. Summer school funding is a general fund. These funds also help cover afterschool programming