

# 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 gray box and type

District Name:	Maxwell Public School
County Dist. No.:	56-0007
School Name:	Maxwell Elementary
County District School Number:	56-0007-001
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:	Missy Friend
School Principal Email Address:	mfriender@maxwellschools.org
School Mailing Address:	415 East Highway 30
School Phone Number:	(308) 582-4585
Additional Authorized Contact Person (Optional):	Roxie Heessel
Email of Additional Contact Person:	rheessel@maxwellschools.org
Superintendent Name:	Danny McMurtry
Superintendent Email Address:	dcmurtry@maxwellschools.org
Confirm all Instructional Paras are Highly Qualified according to ESSA.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Confirm Schoolwide Plan will be available to the School District, Parents and the Public.	X Yes <input type="checkbox"/> No
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<b>Names of Planning Team</b> <i>(include staff, parents &amp; at least one student if Secondary School)</i>	
<u>Kayli Lewis</u> <u>Missy Friend</u> <u>Roxie Heessel</u> <u>Darlene Rhodes</u> <u>Stacy Siemek</u> <u>Kayla Keith</u> <u>Ashly Bown</u> <u>Amy Owen</u> <u>Lisa Stultz</u> <u>Grace Boller</u> <u>Laurie Hatch</u> <u>Sheelagh Lucas</u>	<u>Titles of those on Planning Team</u>  <u>Parent Administrator</u> <u>Title I Teacher</u> <u>Kindergarten Teacher</u> <u>1st Grade Teacher</u> <u>2nd Grade Teacher</u> <u>3rd Grade Teacher</u> <u>4th Grade Teacher</u> <u>5th Grade Teacher</u> <u>6th Grade Teacher</u> <u>Special Education Teacher</u> <u>Special Education Teacher</u>

<b>School Information</b> <i>(As of the last Friday in September)</i>
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Enrollment: 120	Average Class Size: 17.14	Number of Certified Instruction Staff: 11
<b>Race and Ethnicity Percentages</b>		
White: 80%	Hispanic: 0%	Asian: 0%
Black/African American: 0%	American Indian/Alaskan Native: 0%	
Native Hawaiian or Other Pacific Islander: 0%		Two or More Races: 20%
<b>Other Demographics Percentages</b> <i>(may be found on NEP <a href="https://nep.education.ne.gov/">https://nep.education.ne.gov/</a>)</i>		
Poverty: 52.9%	English Learner: 0%	Mobility: 6.7%

<b>Assessments used in the Comprehensive Needs Assessment</b> <i>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</i>	
NSCAS	MAP Growth
STAR Reading	DIBELS 8th Edition

*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

<b>1.1</b>	<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 curriculum, instruction and assessment decisions.</i></p>
<p>Maxwell Public School uses data from NSCAS, NWEA MAP Growth, STARS Reading, DIBELS 8th Edition, and attendance reports to determine goals for our students. All of our data is housed in a program called eduCLIMBER. Through this program, we are able to look at all data in one snapshot and see how grades, attendance, and behavior affect one another. Then our school improvement team, our SAT teams, and our MTSS team, can make decisions regarding curriculum, instruction, and assessment.</p> <p>Multiple times throughout the year students K-11 take the NWEA Map Reading and Math tests. K-6 takes this test 3 times a year (fall, winter, spring) and is also given the DIBELS 8th Edition assessment (An assessment schedule is included in evidence). We triangulate the data from these two assessments with the student's grades to make decisions for each individual student. Students that fall two grade levels below in either Math or Reading, or are at risk of following behind, are referred to the SAT team. This team creates a plan for success for each individual student including the accommodations that may help the student get caught up. Most of these students are referred to Title I services. We go through the SAT process in cycles of 30 days trying different accommodations. If the accommodations are not successful, the student is then referred for testing for Special Education.</p> <p>We also use our data to identify our High Ability Learners (HAL). These students are given opportunities to challenge themselves through our after school HAL program. A letter to parents is included with the dates of the HAL meetings.</p> <p>Based on our NSCAS and NWEA Map Growth results from the past couple of years, we knew that we needed new High Quality Instructional Materials (HQIM) in both Math and ELA and we needed to make our instruction and assessments more rigorous. In the 2020-2021 school year, we worked with ESU 16 and adopted HQIM for Math K-6 and ELA K-12. We will begin the process of adopting new HQIM for 7-12 Math in the 2022-2023 school year.</p> <p>We also focused on teaching with fidelity in every classroom. Now that we have new HQIM, we need to use them the way they are intended to be used. Each lesson in our ELA and Math resource includes a section that assists the teacher in meeting the individual needs of the students. It gives ideas of how to accommodate the lesson for the beginning or emerging students and how to expand the lesson for those going above where expected. An example of this is included in evidence. To make sure we are doing this, we received coaching from the textbook companies as well as support from ESU 16 to keep us on track. After this academic year, if we find gaps in the materials, we will decide as a curriculum team what changes need to be made.</p> <p>Evidence: NWEA Map Class Report Example STAR Reading Class Report Example</p>	

DIBELS 8th Edition Class Report Example  
Attendance Graph Example  
Assessment Schedule 2021-2022  
HAL Letter  
Textbook Accommodations Example

1.2

*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.*

A Title I meeting is held at the beginning of the year in accordance with the Fall Parent Involvement Night (Agenda and Sign-in sheet in evidence). Information regarding Title I and other school programs are shared with parents. Parents are encouraged to provide feedback. Although a Title I meeting is not held during every Parent Involvement Night, the Title I Compact is shared and teachers engage in conversation with the parents regarding ways we can improve as a school.

A parent is also included on the Title I planning committee to provide parent insight during our meetings. We try to choose a parent that has students in multiple grades and is well connected to the community. (The name of the parent is included at the top of the list of members of the Planning Team on this document.)

This year, the School Improvement Team invited three parents to come and share their feedback about the school as we focused on creating our goals for our next five year cycle. The families invited had a wide variety in grades of their students from Kindergarten to a recently graduated senior. (An agenda from the school improvement meeting is in evidence.)

In the 2020 school year, our school improvement team sent out a parent survey to help guide the direction for ways to improve. This survey was sent out to all parents through email. The results are included in evidence. We are looking to send out this survey again at the end of this school year to gain input for our next five year cycle of school improvement.

Evidence:

Fall Parent Involvement Agenda  
Fall Parent Involvement Night Sign-In Sheet  
School Improvement Meeting 12/13 Agenda  
Parent Survey Results 19-20

1.3

*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.*

We just finished our five year cycle of school improvement and did our external review in February of 2021. Since then we have begun the process of our next five year cycle and just recently created our goals for the next five years (Included in evidence). Our first goal was to adopt a school-wide data tracking tool and use it to improve instruction and enhance student learning. To accomplish this goal, we began piloting eduCLIMBER (as mentioned in 1.1). We are still in the beginning stages of using this program to adequately improve instruction and enhance student learning, but we have a good start.

Our other goals are:

- Continue to improve provide quality materials to enhance teaching and learning,
- Pursue 21st century learning, continuing to provide rich technology, and
- Create a healthy environment for all at Maxwell Public Schools.

As steps to achieve these other goals, our school just adopted, and is implementing, new High Quality Instructional Materials (HQIM) for K-6 Math, and K-12 ELA. We will continue this process next year with the

adoption of new 7-12 Math resources and then focus on the next subject. **Our full HQIM adoption plan is in evidence.** We will also look into the necessary materials to make sure we are challenging our students with 21st century learning and creating an environment that is welcoming and comforting for all of our students. **A full action plan is included in evidence.**

Evidence:

Continuous Improvement Goals 2021-2026  
Maxwell Public Schools External Review 2021  
High Quality Instructional Materials Plan  
School Improvement Plan and Goals

## 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.*

As mentioned in section 1.1, our teachers and administration triangulate the data from NWEA MAPs test, DIBELS, and student's grades to make academic decisions for each individual student. Students that are at risk of not meeting the state academic standards, are referred to the SAT team. This team creates a plan for success for each individual student including the accommodations that may help the student get back on track. The students that are furthest behind, and not already on an IEP, are referred to Title I services. Other students are given accommodations to help them be successful in the classroom with either para support or extra teacher guidance. We go through the SAT process in cycles of 30 days trying different accommodations. If multiple attempts at accommodations are not successful, the student is then referred for testing for Special Education.

Title I services have been focused specifically on math and reading interventions for K-3 in recent years with one math group for grades 4-6 and two reading groups with combined grades 4-6. For reading interventions we use Amplify's reading intervention tool called mCLASS. In math, we use Zearn, which has its own process for bridging gaps and helping students perform at grade level. The screener for mCLASS is **DIBELS 8 (Class report in evidence)**. In math, as students work through their Zearn practice problems, teachers are notified if a student is struggling through "Tower Alerts". The teacher can see in what area the student is struggling and what previous lessons would be beneficial to assist the student (**Example of a tower alert in evidence**). To show how the intervention time is divided throughout the day, I have included **Title I schedule in evidence.**

Another resource that we use to help students achieve the state standards is a good group of paraprofessionals. As a school, we placed a priority on having our paras in math or reading classes since those were the areas that we wanted to see the most growth. During their time in the room our paras work on flashcards with students, pull small groups, or help run one of the stations created by the classroom teacher. **The paraeducator schedule is included in evidence.**

To meet the social-emotional needs of our students, we have a great school counselor that meets with students individually throughout the week. On Wednesdays, she does lessons with the whole class through a program called Second Step (**An example scope and sequence and our school counselors elementary schedule for her Wednesday meetings in evidence**). For students that are needing additional support, we are very fortunate to get to work with Dr. Luke McConnell a licensed psychologist. He comes to our school once a week to meet with students, their parents, and teachers that may need his assistance.

A recent addition for our school is the opportunity for our students to participate in a Career Academy through Mid Plains Community College in North Platte. Students will be able to enroll in classes either for college credit, or just for occupational experience. The classes range from Auto Body, Construction, Electrical, and Diesel to Nursing, Medical Lab Technician, and EMT. This program will be offered to our students for the first time in the 2022-2023 school year. We are excited for the opportunities this could provide for our students. **For evidence, I included the email from our MPCC representative.**

The MTSS team is the overseer of all of these programs. They are the ones responsible for evaluating the referral process and setting the guidelines for students that would qualify for Tier 2 or Tier 3 interventions. We are still fine tuning our MTSS processes but there are procedures in place currently that help reach the needs of all students.

Evidence:

- DIBELS 8th Edition Class Report Example
- Tower Alerts Example
- Title I Intervention Schedule
- Paraeducator Schedule
- Second Step Scope and Sequence
- School Counselor Elementary Schedule
- Career Academy Email

### 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. Provide supporting documentation in the corresponding folder.*

Every other Wednesday, students have a 10:00 AM start, which allows teachers to do professional development (PD) from 7:45-9:45 AM. Once each semester we also go to a regional PLC put on by ESU 16. This year, many of our professional development sessions for elementary teachers revolved around the implementation of new curriculum in both Math and Language Arts. We received PD from the curriculum companies as well as more intensive support from ESU 16. In both secondary and elementary PD meetings, we spend time looking at data and having discussions around what we can do to further meet the needs of all of our students. **I have included a PLC Schedule for the 2021-2022 school year and the agenda from one of our regional PLC meetings with ESU 16 as evidence.**

When a paraprofessional gets hired, they complete the Project PARA training through UNL. After that, our paraprofessionals attend our regional PLC meetings twice a year for professional development. They have sessions geared specifically toward their job and also get to network with other paraprofessionals in our region. There is a section of the already mentioned regional PLC agenda that shows the session for paraprofessionals.

Another opportunity for staff development within our school is for our Technology Coordinator. He attends training with ESU 16 multiple times throughout the year to make sure our technology is up to date and working well for our students.

Evidence:

- Maxwell PLC Schedule 2021-22
- Regional PLC Agenda

## 4. Strategies to increase parent and family engagement

4.1	<p><i>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.</i></p>
<p>The initial creation of the <b>School-Parent Compact</b> was jointly developed with the input of secondary students, parents, and teachers. Several examples were shared with this group. Input and ideas from this group were used to make decisions about the final document. Yearly the compact is reviewed with our Title I team.</p> <p>Additionally, every fall, the elementary hosts a <b>Parent Involvement meeting for parents and students</b>. Attendance has always been very high for this event. The meeting begins with an open discussion for all families. At this time, we share information about our Title I Program including the Student-Parent-Teacher Compact. Parents are allowed to ask questions and provide feedback. At all other parent involvement evenings (six every school year), the compact is presented as a reminder to the parents what we have all agreed to. <b>I have included flyers and sign-in sheets from other family involvement nights as well.</b></p> <p>Evidence:  Maxwell Student-Parent-Teacher Compact  Fall Parent Meeting Agenda  Fall Parent Meeting Sign-in Sheet  Family Engagement Night flyers and sign-in sheets</p>	
4.2	<p><i>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.</i></p>
<p>The <b>Title I Parent and Family Engagement Policy</b> was updated in September of 2020. It was presented to the school board of education and adopted. The meeting and agenda was posted for parents and community members to be invited and provide input.</p> <p>At our yearly Title I meeting, copies of our Title I Parent and Family Engagement Policy are distributed to all families who attend. Teachers and administration are then available to collect feedback and answer questions as necessary.</p> <p>Evidence:  Title I Parent and Family Engagement Policy  Fall Parent Meeting Agenda  Fall Parent Meeting Sign-in Sheet</p>	
4.3	<p><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></p>
<p>The <b>annual Title I parent meeting (agenda and sign-in sheet in evidence)</b> is held in conjunction with the elementary parents' Parent Involvement Meeting. On average, over 50% of the elementary parents/families attend this meeting. Prior to participating in the games and activities, all parents participate in a parent meeting. Information about the school, upcoming year, and our Title I program is shared with them. The <b>Student-Parent-Teacher Compact and Title I Parent and Family Engagement Policy goes home with parents on</b></p>	

this night as well. If parents were not able to attend the meeting, we sent copies of both documents home with their children the next day of school.

We have multiple other parent involvement evenings (approximately six every school year), even though we don't hand it out every meeting, the compact is presented as a reminder to the parents what we have all agreed to. **I have included flyers and sign-in sheets from other family involvement nights as well.**

Evidence:

Fall Parent Meeting Agenda

Fall Parent Meeting Sign-in Sheet

Family Engagement Night flyers and sign-in sheets

## 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).*

Maxwell Elementary has multiple strategies in place to assist with the transition of incoming students. Currently, the elementary principal participates in all IFSP and IEP meetings for students not currently enrolled into the school system. The principal works with ESU #16 early childhood staff to provide an easy transition into the K-12 system. To support these incoming students, the kindergarten teacher, resource teacher, elementary principal meet collaboratively with the ESU #16 staff to create a transition plan.

The kindergarten teacher conducts a **Kindergarten Round-Up** for all area preschoolers to allow them to become familiar with her and the environment. As a part of this event, a parent meeting is conducted for all incoming Kindergarten parents. This meeting assists parents in preparing their children and easing the transition to Kindergarten. They spend time becoming familiar with the school setting, visiting the Kindergarten classroom and getting to know the Kindergarten teacher.

In the fall, a back to school open house is conducted. Students attend with their families to visit their new classrooms and meet their new teachers. This year we served root beer floats to encourage students and their families to attend. **A flyer for this event is in evidence.**

Moving Up Day is also a day for the other elementary classes to move up to their next classroom to meet their teacher and learn about processes and procedures so they have an idea of what the next year will be like. **I have included the flyer for this year's Moving Up Day.**

To help pass student data from one teacher to the next, we use our new data platform, educlimber. All assessments, grades, attendance, and behavior information is uploaded on this platform so teachers can go in and prepare for what students they are going to have in the upcoming year. If there are major concerns before school starts, meetings can be set up to discuss concerns and work toward solutions.

If we do have data on a student, STARS, NWEA MAPS, and DIBELS assessments are given within the first thirty days of school to provide early and current data for students so that interventions and instruction can be planned and implemented early. A data review for all teachers is then held and instructional planning takes place for their students. If a student arrives in the district in the middle of the school year, they are given these same assessments. This often helps establish information about the student before files arrive from past schools.



Evidence:

Kindergarten Round-Up Flyer

Back to School Roof Beer Float Social Flyer

Moving Up Day Flyer

**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).*

Maxwell Elementary is a K-6 program that is housed in one building. This makes transitions to the next grade level fairly easy. Our Jr. High and High School are also in the same building, so transitioning out of elementary and into junior high is eased by the fact that students have already had some of the teachers (PE, Music, Art) and are familiar with the facilities. The transition to Jr. High is a big step for our students; however, to help with this we have implemented activities to support teachers in knowing these students and helping the students to be more comfortable. A transitional meeting is held with Jr. High teachers in the spring to share data and the intervention and program needs of the 6th grade students that will be leaving the elementary and coming to them in the fall. 6th grade students have a bump up day, where students get to meet the Secondary Principal, Jr. High teachers, ask questions, and get information about upcoming classes. They transition from classroom to classroom with a three minute passing so that they get a feel for passing periods.

Moving Up Day is also a day for the other elementary classes to move up to their next classroom to meet their teacher and learn about processes and procedures so they have an idea of what the next year will be like. **I have included the flyer for this year's Moving Up Day.**

Departmentalization in the 4th, 5th and 6th grades also helps prepare students for Junior High. Students rotate between three teachers and classrooms for Math, English Language Arts, and Science. They learn to organize their materials to change classes and to be responsible for assignments from different teachers. This is a skill they will need in junior high and the teachers help them practice it for three years before they are on their own.

As mentioned earlier, next year we will be offering a Career Academy for our high school students. This academy will give our students the option to experience college level classes in high school. They have the opportunity to take the classes for college credit or just for experience. For this academy, we partner with Mid Plains Community College in North Platte. However, we encourage our students to explore other colleges as well. Our school counselor invites representatives from Nebraska schools to talk to our junior and senior class. This gives our students an opportunity to explore what options they have and what programs are offered at each school.

For those not interested in post-secondary education, we also have recruiters from different military branches come talk to our students. This shows our students one of the other options they can do after graduating high school.

Evidence:

Moving Up Day Flyer

## 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.*

The Schoolwide Plan increases the quality and amount of learning time in many ways. Instructional time is protected by tightly constructed schedules that are created jointly by teachers and the administrators. Time allotments for subjects such as reading and math meet a common district instructional plan. Additionally, reading and math times are strongly protected. Planned assemblies and interruptions are set outside these times.

All staff members were trained with ESU 16's support on implementing engagement strategies and adding those strategies into lessons. The focuses of these PLC's were to enhance student engagement and monitor student learning. Ongoing support to teachers in these instructional strategies occurs monthly at PLC sessions or during coaching sessions.

Paraprofessionals are an essential part of the quality and amount of learning that takes place. The district has made paraprofessional support a priority for the next year. The district will focus on training and the professional development of our paraprofessionals. We plan to have paraprofessionals assist with reading and math instruction for 30 minutes of whole group instruction and then at least 50 minutes of targeted instruction in small groups. At all grades K-6, students participate in small group instruction with at least three adults working with students during small group instruction.

The Title I teacher also provides small group instruction during reading groups, in addition to the classroom teacher, in grades K-3 and any other high needs group.

Students not making benchmarks also receive additional intervention. The Title I teacher, special education teacher and paraprofessionals provide interventions in reading and math. The effectiveness of this intervention time is evaluated through progress monitoring and fidelity checks.

Outside of school, we have a few clubs and organizations that extend our student learning beyond the classroom. Our **High Ability Learners (HAL)** meet after school and do hands-on activities that give them an opportunity to challenge themselves beyond what they are able to do in the normal classroom. For our middle and high school students, we have a **robotics club**. They learn how to program robots to do certain tasks and then they put what they learned to practice.

Last year we implemented a **summer learning program**. We had three courses offered to all students to help students gain extra skills and catch up in math, reading, and a hands-on STEM activity. Students received an hour of each subject three times a week for the entire month of June. We administered pre and post assessments in Math and Reading to gain data to determine the successfulness of our program. After our first summer, we realized that we needed to make our lessons more engaging in Math and Reading to keep student interest and keep them growing throughout the summer.

Evidence:

HAL Parent Letter

Robotics Club Letter

Summer Learning Plan Letter