

Our Story

Who we are? *(With considerations for ELL, Inclusive Ed, CYOC, Indigenous students)*

Maywood Community School is situated in a highly urbanized and culturally diverse area, which presents unique opportunities and challenges.

Here are some key aspects:

Urbanized Environment: Being in a highly urbanized area creates access to various resources and opportunities, but also potential challenges related to density and infrastructure.

Cultural Diversity: A high population of English Language Learners (ELL), immigrants, and refugees enriches the school community with diverse perspectives and experiences.

Learning and Behavioral Needs: A large percentage of students with diverse learning and behavioral needs require tailored support and interventions.

Evolving Socioeconomic Status (SES) and Transient Population: The neighborhood has a changing socioeconomic status and high mobility among students which means frequent changes to the student body.

What are we doing well?

At Maywood, we are proud how our learning community creates and fosters a supportive and inclusive environment for students.

Meeting Students Where They Are: Tailoring support to each student's unique needs, both academically and socially-emotionally (SEL).

Inclusivity: Ensuring everyone feels included, both emotionally and in physical spaces, which is vital for a positive school experience.

Strong Community: Building a strong sense of community within the school, which helps students feel connected and supported.

Home-School Connections: Strengthening the ties between home and school life to create a consistent and nurturing environment.

Safety and Welcoming Atmosphere: Students feel safe, loved, and welcomed, which is essential for their well-being and academic success.

Teamwork: Working together as a team to support students and create a cohesive environment.

Experiential Learning: Providing hands-on, engaging learning experiences that make education more meaningful and enjoyable.

Enjoyment and Excitement: Students are excited to be at school and feel safe, fostering a positive attitude towards learning.

Academic Improvement: Notable improvements in writing, with math skills also showing progress.

Approachable Learning: Making learning approachable and enjoyable, which helps students engage more effectively.

Community Connections: Connecting families with community organizations and sharing Indigenous education to increase awareness.

Support for Food Insecurity: Addressing food insecurity to ensure all students have the resources they need

How do we know?

Our school focus on building relationships, providing diverse programs, and creating a safe and inclusive environment.

Student Engagement: Students never want to miss school, indicating a highly engaging and enjoyable environment.

Teacher Support: Teachers feel supported by each other, fostering a collaborative and positive work atmosphere. **Family Happiness:** Families are happy and involved, with positive feedback and active participation in school activities.

Activities and Events: Trips, activities, and events, both in and out of class, contribute to a vibrant school life. **Positive Atmosphere:** Smiling, laughter, friendships, and positive interactions are evident, creating a joyful environment.

Academic Improvement: Grade-wide assessments show improvement, particularly in writing.

Risk-Taking: Students feel safe and happy, encouraging them to take risks and try new things.

Feedback and Growth: Positive feedback from parents and assessments showing growth and progress over the year.

Community Programs: Programs like Volunteer Teas, Breakfast Program, Fruit and Veggie Program, and Community Room services support students' well-being.

Strong Relationships: Staff build strong relationships with students.

Extracurricular Activities: Sports teams, Band, Drawing Club, and other programs enrich students' experiences.

MDI Results: Middle Years Development Instrument (MDI) results provide valuable insights into students' well-being and development.

Counseling and Family Support Services: Many students access counseling and Community Room services, ensuring families receive the support they need.

Our focus:

Goal Statement: All students will demonstrate growth along the writing continuum by developing their ability to express ideas clearly, organize content effectively, and apply appropriate conventions for their grade level and writing purpose. We started this goal in the **2024-2025** school year and continued for the **2025-2026** school year.

Goal Statement 2026-2027: With the district focus on literacy assessment in the primary grades, the staff will explore the 2026 year-end Acadience Data to inform next steps at our Professional Development Day in September. We feel that with an abundance of new literacy data, that we need to pivot back to a reading goal.

Strategies: (to support focus)

Emergent Writers (Pre-K to Early Grade 1):

- Students will use drawings, letter-like forms, and beginning phonetic spelling to convey meaning.
- Students will orally tell stories and begin to label or write simple sentences with support.

Developing Writers (Grades 1–3):

- Students will write simple narratives, informational texts, and opinion pieces with a clear beginning, middle, and end.
- Students will begin to revise for clarity and use basic punctuation and capitalization.

Expanding Writers (Grades 3–5):

- Students will write multi-paragraph texts with clear organization and supporting details.
- Students will revise and edit for word choice, sentence fluency, and conventions.

Proficient Writers (Grades 6+):

- Students will write for a variety of purposes and audiences using appropriate tone, structure, and style.
- Students will independently revise and edit their work, incorporating feedback and self-assessment.

Consideration for Data

What does the data say?

- Focused school-wide intervention in writing using the Maywood Writing Rubric created a significant impact on our student writing success as evidenced in our 2025 to 2026 year-end data collection
- Growth in Achievement + Language
- Sustained writing growth across grades
- Early gains K–2 established strong foundation
- Grades 3–5 plateau identified and addressed
- Instructional alignment improved across school

How do we know?

2025 to 2026 Comparison

