

March 27, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Nelson School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Dr. Brian Gamm at (231)720-2200 for assistance.

The AER is available for you to review electronically by visiting the following web site, [MI SCHOOL DATA](#) , or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

While Nelson School has **not** been identified as TSI, ATS, or CSI, challenges are present for the staff and students of Nelson. Nelson's School Improvement Plan has targeted increasing both student achievement growth and proficiency as measured by the M-STEP as well as decreasing student truancy including suspension. Nelson is finishing the third year of a five year School Improvement Grant that provides between \$500,000-\$750,000/year in federal funds. These funds have been used to reduce class sizes, hire additional support staff including a Outreach Coordinator, as well as provide on-going, job-embedded professional development for teachers.

State law requires that we also report additional information.

**Pupil Assignment:**

Muskegon Public Schools follows the Michigan Department of Education's pupil accounting manual to determine the assignment of students to the school. Students are placed at the student's "District of Residence." This is defined as the "district in which a pupil's custodial parent or parents or legal guardian resides." In addition, Muskegon Public Schools participates with other Muskegon County School Districts in choice program, which follows the MDE's Pupil Accounting Manual, "Section 105 and 105c Schools of Choice Pupils."

### **School Improvement Plan Update:**

**Nelson is in year 2 of a 5 year School Improvement Plan.**

#### **Goal**

All Muskegon Public School Students will be proficient readers and writers.

#### **Objective**

50.15% of all students will be proficient on the state assessment by the 2022/2023 school year.  
(5-year Objective)

#### **Strategy 1: Teacher Use of Formative Assessments**

Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students. (A4)

#### **Activities**

- Create and use the Nelson Implementation Guide for Formative Assessment **Third**
- Continue implementation of i-Ready for Benchmark assessments and Content Mastery
- All Nelson K-6 teachers will fully implement small group differentiated instruction in Reading and Math at Tier I and Tier II (BRT) to meet the learning needs of students, CP4
- In an effort to increase student engagement, all teachers will implement strategies for students to set goals and self monitor their progress in reading on a biweekly basis using teacher identified success criteria (5D P5, iReady data and F&P data. (5D A1)

#### **Strategy 2: Student Talk**

Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others. (SE5)

#### **Activities**

- Implementation Guide for Formative Assessments (Including student talk) **Fourth**
- All Nelson K-6 teachers will fully implement small group differentiated instruction in Reading and Math at Tier I to meet the learning needs of students, CP4

#### **Strategy 3: Success Criteria**

Success criteria represent and align to the learning target(s). Students use the success criteria to

communicate what they are learning. (P5)

### **Activities**

- MAISA Learning Targets will be fully implemented by all staff (as clearly defined by the LT implementation guide) with success criteria (P5)- (A 4), formative assessment, (A4 and 5)-student self monitoring (A1) **Second**
- All Nelson K-6 teachers will fully implement small group differentiated instruction in Reading and Math at Tier I Tier II (BRT) to meet the learning needs of students, CP4
- In an effort to increase student engagement, all teachers will implement strategies for students to set goals and self monitor their progress in reading on a biweekly basis using teacher identified success criteria (5D P5, iReady data and F&P data. (5D A1)

### **Strategy 4: Learning Routines**

Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.(CEC2)

### **Activities**

- Develop and use a Nelson Implementation Guide for Learning Routines: Kagan, CHAMPS **First Priority Late Start or Extended Day**
- All Nelson K-6 teachers will fully implement small group differentiated instruction in Reading and Math at Tier I Tier II (BRT) to meet the learning needs of students, CP4
- In an effort to increase student engagement, all teachers will implement strategies for students to set goals and self monitor their progress in reading on a biweekly basis using teacher identified success criteria (5D P5, iReady data and F&P data. (5D A1)
- Provide supplemental instruction in reading and math for targeted students during Summer School.

**Strategy 5:** Collaboration with peers and administrators to improve student learning (PCC1)

### **Activities**

- All instructional staff will participate in periodic Collaborative Data Review meetings to identify student needs and plan for instruction and intervention to accelerate student achievement. **Ongoing throughout the year**
- All instructional staff will participate in professional learning related to unpacking lessons in reading, writing, and mathematics to identify Learning Targets and Success Criteria. Bi-weekly collaborative sessions for grade level teams will be provided.
- Instructional Coaching using CLC model will be provided for instructional staff and leadership for on-going, job-embedded professional learning and to support full implementation of initiatives.
- Nelson will strive to develop a schedule that allows for an uninterrupted 60/90 minute block for math and reading each day that aligns with the district determined daily instructional minutes within that content area.

- Extended Day time will be provided weekly (1 hour each Wednesday afternoon) dedicated to ongoing teacher professional development. Teachers will be paid a stipend to participate beyond the school day.
- Leadership will develop a communication flow between Focus Area Teams, the Leadership Team, all Staff, and the District. 5D-Professional Collaboration and Communication
- Book Study-Coaches/Staff (Who's Doing The Work Burkins and Yaris) to support effective implementation of BRT and Tier 1 small group instruction in reading and math.

## Goal

All Muskegon Public Students will be proficient with mathematics.

## Objective

38.89% of all students will be proficient on the state assessment by the 2022/2023 school year.  
(5-year Objective)

## Strategy 1: Teacher Use of Formative Assessments

Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning target(s) to individual students. (A4)

## Activities

- Create and use the Nelson Implementation Guide for Formative Assessment
- Continue implementation of i-Ready for Benchmark and Content Mastery assessments.
- All Nelson K-6 teachers will fully implement small group differentiated instruction in Reading and Math at Tier I Tier II (BRT) to meet the learning needs of students, CP4
- In an effort to increase student engagement, all teachers will implement strategies for students to set goals and self monitor their progress in math on a biweekly basis using teacher identified success criteria (5D P5, iReady data and F&P data. (5D A1)
- Instructional staff will Implement Number Talks to improve student achievement in mathematics through students ability to understand and articulate mathematics thinking and problem solving strategies.

## Strategy 2: Student Talk

Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others. (SE5)

## Activities

- Develop and use Nelson Implementation Guide for Kagan
- All Nelson K-6 teachers will fully implement small group differentiated instruction in Reading and Math at Tier I to meet the learning needs of students, CP4
- Instructional staff will Implement Number Talks to improve student achievement in mathematics through students ability to understand and articulate mathematics thinking and problem solving strategies.

### **Strategy 3: Success Criteria**

Success criteria represent and align to the learning target(s). Students use the success criteria to communicate what they are learning. (P5)

#### **Activities**

- EDM Learning Targets will be developed and fully implemented by all staff (as clearly defined by the LT implementation guide) with success criteria (P5)- (A 4) formative assessment (A4 and 5)-student self monitoring (A1)
- All Nelson K-6 teachers will fully implement small group differentiated instruction in Reading and Math at Tier I to meet the learning needs of students, CP4
- In an effort to increase student engagement, all teachers will implement strategies for students to set goals and self monitor their progress in reading on a biweekly basis using teacher identified success criteria (5D P5, iReady data and F&P data. (5D A1)

### **Strategy 4: Learning Routines**

Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.(CEC2)

#### **Activities**

- Develop and use Nelson Implementation Guide for Learning Routines: Kagan, CHAMPS
- All Nelson K-6 teachers will fully implement small group differentiated instruction in Reading and Math at Tier I to meet the learning needs of students, CP4
- In an effort to increase student engagement, all teachers will implement strategies for students to set goals and self monitor their progress in reading and math on a biweekly basis using teacher identified success criteria (5D P5, iReady data and F&P data. (5D A1). Teachers and students use i-Ready data including minutes of use, rate of passing of lessons to set goals with individual students and as a class.

### **Strategy 5: Collaboration with peers and administrators to improve student learning (PCC1)**

#### **Activities**

- Additional professional development in EDM and math practices (Differentiated for adults based on need and experience)
- All instructional staff will participate in periodic Collaborative Data Review meetings to identify student needs and plan for instruction and intervention to accelerate student achievement.
- All instructional staff will participate in professional learning related to unpacking lessons in reading, writing, and mathematics to identify Learning Targets and Success Criteria. Bi-weekly collaborative sessions for grade level teams will be provided.
- Instructional Coaching using CLC model will be provided for instructional staff and leadership for on-going, job-embedded professional learning and to support full implementation of initiatives.

- Nelson will strive to develop a schedule that allows for an uninterrupted 60/90 minute block for math and reading each day that aligns with the district determined daily instructional minutes within that content area.
- Extended Day time will be provided weekly (1 hour each Wednesday afternoon) dedicated to on-going teacher professional development. Teachers will be paid a stipend to participate beyond the school day.
- Leadership will develop a communication flow between Focus Area Teams, the Leadership Team, all Staff, and the District. (5D-Professional Collaboration)

### **Goal**

All Muskegon Public Students will successfully engage in the educational program.

### **Objective**

93.07% of all students will graduate in the 4-year cohort by the 2022/2023 school year. (5-year Objective)

### **Strategy 1: Student Status**

Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated. (CEC4)

### **Activities**

- Staff will develop and use Nelson Implementation Guide for CHAMPS/PBIS
- All staff at Nelson will participate in ongoing professional development in trauma informed instruction and implement strategies learned.
- Staff and leadership will provide supplemental learning opportunities for students focusing on academics and social/emotional learning during students' lunch period.
  - Lunch and Learn
  - Nelson Cafe
- Staff and leadership will implement Positive Behavior Instruction and Supports schoolwide and in the classroom. Components include recognition/celebration of students, in collaboration with parents:
  - Student of the Week
  - Building-wide assemblies on climate and culture
  - Big Red Tickets and School Store

### **Strategy 2: Norms for Learning**

Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms. (CEC5)

## **Activities**

- All staff at Nelson will participate in ongoing professional development in trauma informed instruction and implement strategies learned.
- Staff will develop and use Nelson Implementation Guide for CHAMPS/PBIS

## **Strategy 3: Communication and Collaboration with Parents and Guardians**

Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher engages in two-way forms of communication and is responsive to parent and guardian insights. (PCC2)

## **Activities**

- All staff at Nelson will participate in ongoing professional development in trauma informed instruction and implement strategies learned.
- Staff will implement strategies to improve student attendance and increase parent engagement (Family Liaison) Second priority
- Staff will engage families in a variety of during school and after school events focusing on academic learning and social/emotional learning.
- Staff and leadership will implement Positive Behavior Instruction and Supports schoolwide and in the classroom. Components include recognition/celebration of students, in collaboration with parents:
  - Student of the Week
  - Building-wide assemblies on climate and culture
  - Big Red Tickets and School Store

## **Core Curriculum:**

The curriculum at Nelson Elementary provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, technology, physical education, art, and music. Major portions of the curriculum have been revised over the last few years. The Board-approved Core Curriculum of Muskegon Public Schools is aligned with the Common Core State Standards for reading, writing, and math, as well as the Grade Level Content Expectations for science and social studies. A complete copy of the curriculum and instructional program is available for review on the Muskegon Public Schools Website.

Student Achievement Results for Local Competency tests: Students are assessed in fall, winter, and spring for benchmark assessments. The online assessment system i-Ready is used for reading and mathematics.

Results are as follows for end of the year, Spring, 2018 assessments:

| i-Ready Reading, Spring, 2018 |  |  |  |
|-------------------------------|--|--|--|
| Grade Level                   | % of students more than one year below grade level proficiency | % of students one year below grade level proficiency | % of students performing at or above grade level proficiency |
| Kindergarten                  | 0%   | 67%  | 33%  |
| First                         | 0%   | 97%  | 13%  |
| Second                        | 35%  | 54%  | 11%  |
| Third                         | Not Available  | Not Available  | 3%   |
| Fourth                        | 30%  | 60%  | 10%  |
| Fifth                         | 65%  | 30%  | 5%   |
| Sixth                         | 66%  | 22%  | 12%  |

| i-Ready Math, Spring, 2018 |  |  |  |
|----------------------------|--|--|--|
| Grade Level                | % of students more than one year below grade level proficiency | % of students one year below grade level proficiency | % of students performing at or above grade level proficiency |
| Kindergarten               | NA   | 44%  | 56%  |
| First                      | 0%   | 72%  | 28%  |
| Second                     | 28%  | 58%  | 14%  |
| Third                      | Not Available  | Not Available  | 2%   |
| Fourth                     | 40%  | 55%  | 5%   |
| Fifth                      | 46%  | 50%  | 4%   |
| Sixth                      | 29%  | 41%  | 5%   |



The previous year students completed benchmark assessment using NWEA-MAP. Spring, 2017 scores are as follows:

| NWEA MAP Reading, Spring, 2018 |  |  |  |
|--------------------------------|--|--|--|
| Grade Level                    | % of students more than one year below grade level proficiency | % of students one year below grade level proficiency | % of students performing at or above grade level proficiency |
| Kindergarten                   | 10%  | 65%  | 25%  |
| First                          | 34%  | 51%  | 15%  |
| Second                         | 27%  | 54%  | 19%  |
| Third                          | 67%  | 21%  | 12%  |
| Fourth                         | 76%  | 9%   | 14%  |
| Fifth                          | 65%  | 13%  | 22%  |
| Sixth                          | 44%  | 26%  | 30%  |

| NWEA MAP Math, Spring, 2018 |  |  |  |
|-----------------------------|--|--|--|
| Grade Level                 | % of students more than one year below grade level proficiency | % of students one year below grade level proficiency | % of students performing at or above grade level proficiency |
| Kindergarten                | 18%  | 41%  | 41%  |
| First                       | 29%  | 64%  | 7%   |
| Second                      | 17%  | 44%  | 39%  |
| Third                       | 41%  | 50%  | 9%   |
| Fourth                      | 54%  | 39%  | 7%   |
| Fifth                       | 77%  | 19%  | 3%   |
| Sixth                       | 50%  | 25%  | 25%  |

**Participation in Parent-Teacher conferences:**

Fall 2015: 76% out of 258 students  
 Spring 2016: 64% out of 334 students  
 Fall 2016: 82% out of 361 students  
 Spring 2017: 66% out of 321 students  
 Fall 2017: 52% out of 274 Students  
 Spring 2018: 54% out of 274 students

## **Closing Comments:**

Great news! Nelson Elementary is no longer a Priority School! As you may recall, approximately three years ago, Nelson was identified as a Priority School based on our students' performance on the state's M-Step tests. The M-Step measures academic performance in reading, writing and math for students in grades 3-8. Students also take science and social studies tests in fifth and eighth grade. Losing the Priority School label is an early sign that the hard work our staff and students have been putting in is starting to pay off. The future is bright at Nelson!

Nelson's change in status stems from an overhaul in how the state identifies struggling schools. While we are incredibly pleased that Nelson has shed the Priority School label, we are now faced with a new set of challenges. The state's M-Step assessment will still be the biggest piece of the puzzle, representing close to 75 percent of Nelson's overall score. Nelson's future M-Step performances will be broken into two categories: growth and proficiency. The student growth category measures the improvement of our students from year-to-year while the second M-Step category measures our student's overall proficiency against a state-determined target. Graduation rates as well as the performance of English Language Learners are also categories that go into a school's score. These two areas will not impact Nelson's score as we do not have any graduating students nor do we have a significant population of English Language Learners.

The final two categories of the state's new accountability system are assessment participation (we need 95 percent of students to participate in M-Step testing) as well as a category referred to as "School Quality." The School Quality category looks at student attendance as well as other factors such as our students' access to the arts and physical education classes. These accountability requirements are still quite new, so our staff will be studying the state's revised system to determine how the changes impact our school improvement work and future planning.

If you would like more information, please click on:

[https://www.michigan.gov/documents/mde/MI\\_School\\_Index\\_System\\_Guide\\_614557\\_7.pdf](https://www.michigan.gov/documents/mde/MI_School_Index_System_Guide_614557_7.pdf).

You are always welcome to contact me at 231-720-2201 to discuss the state's new accountability requirements or anything else that is impacting your child's academic future. Thank you for your continued support and Go Big Reds!

Dr. Brian Gamm  
Principal  
Nelson Elementary