

January 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for 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.

Nelson Elementary School was closed following the 2019-20 school year. If you have any questions about the AER, please contact Dr. Jennifer Hammond for assistance. The AER is available for you to review electronically by visiting the following web site, [MI SCHOOL DATA](#). Additionally, since Nelson School is now closed you may review a copy in the Superintendent's Office at the Administration Building.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Nelson School was not 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 targeted increasing both student achievement growth and proficiency as measured by the M-STEP as well as decreasing student truancy including suspension. In 2019-20, Nelson finished the fourth 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 an Outreach Coordinator, as well as provide on-going, job-embedded professional development for teachers. While Nelson School closed at the end of the 2019-2020 school year, these goals are still present for our District as a whole and funds are being used to meet these goals.

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:

For 2019-20, Nelson was in year 3 of a 5-year School Improvement Plan as reflected below:

Muskegon Public Schools Nelson Elementary For the 2019-2020 School Year

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 give targeted feedback aligned with the learning target(s) to individual students. (A4)

Activities

- Instructional Leaders and teachers use a Nelson Implementation Guide for formative assessment in order to monitor implementation and provide clear expectations, and provide support for coaching and professional development.
- Continue implementation of i-Ready for Benchmark assessments, Standards Mastery and/or Growth Monitoring and Success For All (SFA) assessments
- Intervention Kindergarten (IK) teacher will implement formative assessments aligned to Big Day Curriculum with fidelity to the program.
- All Nelson K-5 teachers will fully implement small group differentiated instruction in Reading at Tier I SFA/Big Day Formative Assessment and Tier II to meet the learning needs of students,(CP4)
- In an effort to increase student engagement, all teachers will implement learning routines 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)
- Students will participate in summer school to provide intervention in reading. Teachers will collaboratively identify students for summer school based on formative assessment and defined criteria.

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 Guides for accountable student talk in order to monitor implementation and provide clear expectations, provide support for coaching and professional development.
- All Nelson K-5 teachers will fully implement accountable student talk within SFA/Big Day teams using the explicit routines for talk within the Tier I instruction in Reading (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

- Instructional leaders and teachers use a Nelson Implementation Guide for success criteria in order to monitor implementation and provide clear expectations, provide support for coaching and professional development.
- SFA/Big Day 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)
- All Nelson K-5 teachers will fully implement SFA/Big Day instruction in Reading at Tier I and Tier II to meet the learning needs of students, CP4

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

- Instructional leaders and teachers use a Nelson Implementation Guide for Learning Routines: Kagan, CHAMPS in order to monitor implementation and provide clear expectations as well as provide support for coaching and professional development.
- All Nelson K-5 teachers will fully implement learning routines (Kagan/CHAMPS) for small group differentiated instruction in Reading at Tier I and Tier II to meet the learning needs of students, CP4
- In an effort to increase student engagement, all teachers will implement learning routines 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 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.
- 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 will be provided for instructional staff and leadership for on-going, job-embedded professional learning and to support full implementation of initiatives.
- "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.
- Interventionists/reading specialists/tutors will provide academic support to targeted populations of students.
- Elementary Interventionist Paraprofessional: Interventionists work with classroom teachers to provide instruction for targeted individuals or groups of students based on identified needs in ELA and Mathematics. Building administrators will monitor and evaluate this activity.
- Elementary Grade Level Instructional Coach: The Instructional Coach will coach staff on improving student deficiencies in 4 core areas utilizing systems of strategic and multiple layered actions that enable students to construct meaning and understanding at their various levels of proficiency. The Instructional Coaches will be responsible for attaining

desired outcomes and measurable results. In so doing, he/she will ensure that systems of intervention are systematic & focused.

- Elementary Success for ALL Facilitator: HQ, certified Success for All Building Facilitator to coach and support teacher and instructional interventionists growth using modeling, co-teaching, observing and giving feedback. SFA Facilitator will arrange peer coaching, coaching, facilitating individual goal setting, and monitor student growth and quality data.
- Elementary Success for ALL Solutions Team Coordinator: HQ, certified Success for All Building Solutions Team Coordinator provides leadership and guidance to the Schoolwide Solutions teams, oversees the implementation of Schoolwide Solutions component essentials, participates on the Leadership team to develop school goals, aligns Schoolwide Solutions programming with school goals, monitors results and develops program expertise.
- Intervention Kindergarten (IK): Targeted kindergarten students will participate in Intervention Kindergarten (IK) class to provide intervention in reading. Staff will identify students who need additional time to be prepared for Kindergarten and provide intervention for student academic and social needs. After additional time preparing for Kindergarten, students will have the skills, knowledge and behaviors to be prepared for a successful Kindergarten experience. Readiness will result in no child being behind grade level in reading.

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

- All staff will participate in PD from the MPS Math Specialist on the development and use of exemplars for formative assessment
- All staff will receive PD from the MPS Math Specialists on the use of formative assessment tools and resources within EDM.
- Instructional leaders and teachers use a Nelson Implementation Guide for formative assessment in order to monitor implementation and provide clear expectations, provide support for coaching and professional development.
- Continue implementation of i-Ready for Benchmark Diagnostic/Growth Monitoring assessments and cumulative assessment within EDM for making data based decision making relative to their current instructional level as well as their progress on grade level content standards.
- All Nelson K-5 teachers/interventionists will fully implement small group differentiated instruction in Math at Tier I and Tier II 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)
- Students will participate in summer school to provide intervention in math. Teachers will collaboratively identify students for summer school based on formative assessment and defined criteria.

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 Guides for accountable student talk in order to monitor implementation and provide clear expectations, provide support for coaching and professional development.
- All Nelson K-5 teachers will fully implement accountable student talk within EDM using the explicit routines for talk during Tier I and Tier II instruction in math.(CP4)
- Instructional staff will embed "Number Talks/EDM Math/Big Day Math Warm-up" to improve student achievement in mathematics by increasing students' ability to understand and articulate mathematics thinking and problem solving strategies.
- Continue use of the Nelson Implementation Guide for Kagan in order to monitor implementation and provide clear expectations, provide support for coaching and professional development.
- All Nelson K-5 teachers will fully implement small group differentiated instruction in Math at Tier I and Tier II 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

- EDM Learning Targets will be developed and fully implemented by all staff (as clearly defined by the LT implementation guide) with success criteria (EDM "Assessment Check-In") (P5)- (A 4) formative assessment (A4 and 5)-student self monitoring (A1)
- All Nelson K-5 teachers will fully implement small group differentiated instruction in Math at Tier I and Tier II 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 using EDM "Math boxes" and "Assessment Check-In" criteria or the equivalent in BIG Day for TK. (5D P5) and iReady 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

- Instructional leaders and teachers use the Nelson Implementation Guide for Learning Routines: Kagan, CHAMPS in order to monitor implementation and provide clear expectations as well as provide support for coaching and professional development.
- All Nelson K-5 teachers will fully implement small group differentiated instruction in Math at Tier I and Tier II to meet the learning needs of students, CP4
- In an effort to increase student engagement, all teachers will implement learning routines 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)

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

Activities

- Staff will participate in continued professional development and job-embedded coaching in EDM and mathematical 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 mathematics to identify Learning Targets and Success Criteria. Collaborative sessions for grade level teams will be provided.
- Instructional Coaching will be provided for instructional staff and leadership for on-going, job-embedded professional learning and to support full implementation of initiatives.
- Extended Day professional development time will be provided weekly (1 hour each Wednesday afternoon) dedicated to on-going teacher professional learning to support student achievement. Teachers will be paid a stipend to participate beyond the school day.
- Intervention Kindergarten (IK): Targeted kindergarten students will participate in Intervention Kindergarten (IK) class to provide intervention in math. Staff will identify students who need additional time to be prepared for Kindergarten and provide intervention for student academic and social needs. After additional time preparing for Kindergarten, students will have the skills, knowledge and behaviors to be prepared for a successful Kindergarten experience. Readiness will result in no child being behind grade level in math.

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

- Instructional leaders and teacher will use Nelson Implementation Guide for CHAMPS/PBIS to monitor and support implementation and to identify need for ongoing professional learning.
- 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 for all students during the school day in classrooms and in small group sessions for targeted students.
- Staff and leadership will implement Positive Behavior Instruction and Supports schoolwide and in the classroom.

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 social emotional learning and implement strategies learned.
- Staff will use Nelson Implementation Guide for CHAMPS/PBIS to support implementation and provide professional learning as needed.
- Develop and use Nelson Implementation Guides for accountable student talk in order to monitor implementation and provide clear expectations, provide support for coaching and professional development.

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 social emotional learning and implement strategies learned.
- Staff will implement strategies to improve student attendance and increase parent engagement in collaboration with the Family Liaison.
- Staff will engage in professional development focused on developing and implementing strategies to improve parent-teacher communication.
- Staff will engage families in a variety of during school and after school events focusing on academic learning and social/emotional learning including how parents/guardians can support their students' learning and achievement in school.
- Staff and leadership will implement Positive Behavior Instruction and Supports schoolwide including two-way communication with families.
- Behavior/Attendance Intervention-Behavior Support Parental Involvement. Building Deans and Youth Safety Advocates will have a cohort of up to 25 students identified by behavior or attendance issues the previous school year. Deans and YSAs will be expected to make parent contact and home visits as well as daily check-in with students and teachers. Tier II and Tier III behavior interventions will also be implemented as needed.
- Success for All Tier I Behavior Support Parental Involvement: 5-6 member team will focus on attendance interventions and communication regarding student attendance concerns. The team will meet monthly and will follow the Success for All implementation guidelines. The team will receive training on the program throughout the year.

Goal:

Upon completion of the K-12 program, all students will demonstrate increased awareness and knowledge of post-secondary opportunities and experiences that lead eventually to high quality degrees and credentials or/for meaningful employment.

Objective:

Achieve college and career awareness by implementing career exploration and career preparation instructional strategies identified within the Michigan Career Development Model by 06/30/2020 as measured by results of student interest and awareness surveys.

Activities:

- All pupils shall have classroom instruction that will enhance their employability, including, but not limited to, instruction relating to problem solving, personal management, organizational skills, negotiation skills, teamwork and social/emotional learning relevant to

careers.

- All staff at Nelson will participate in ongoing professional development in social emotional learning and implement strategies learned.
- Staff and leadership will implement Positive Behavior Instruction and Supports schoolwide and in the classroom.
- District staff will provide career related activities to include collaboration with the organized Muskegon Made and Muskegon Opportunity, the Local College Access Network activities in order to increase awareness of and encourage
- Nelson staff will provide opportunities for students in all grades to learn about and discuss career interests, opportunities, and an introduction to preparation for various careers.

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, 2019 assessments:

i-Ready Reading, Spring, 2019			
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	51%	49%
First	0%	88%	12%
Second	29%	69%	2%
Third	28%	64%	8%
Fourth	29%	57%	14%
Fifth	55%	40%	5%
Sixth	69%	28%	3%

i-Ready Math, Spring, 2019			
Grade Level	% of students more	% of students one	% of students

	than one year below grade level proficiency	year below grade level proficiency	performing at or above grade level proficiency
Kindergarten	NA	42%	58%
First	19%	77%	5%
Second	26%	72%	2%
Third	28%	67%	6%
Fourth	12%	78%	10%
Fifth	32%	64%	5%
Sixth	31%	65%	4%

Testing was not given for end-of-the-year Spring 2020 assessments due to COVID.

Participation in Parent-Teacher conferences:

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
Fall 2018: 65% out of 231 students
Spring 2019: 48% out of 244 students
Fall 2019: 50% out of 227 students
Spring 2020: N/A due to COVID

Closing Comments:

Nelson was previously 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. Nelson was removed from the list in 2018. Removal of the Priority School label in 2018 and not being identified this year as a TSI, ATS, or CSI school described at the beginning of this note are continued signs that the hard work our staff and students put in has been paying off.

As noted earlier, Nelson Elementary School was closed following the 2019-20 school year. We continue to closely monitor the progress of former Nelson students in their new schools, and look forward to seeing continued improvement. Thank you for your continued support and "Go Big Reds!"

Dr. Jennifer Hammond
Executive Director of Academic Services
Muskegon Public Schools