

Annual Report to Parents  
October 14, 2020

Nevitt Forest Elementary School is a Kindergarten through Grade 5 elementary school with a student population of approximately 525. The current student population lacks diversity. The areas zoned for Nevitt Forest include multiple federally subsidized housing units. The school has the highest level of poverty of any school in the district and this factor impacts students. Due to the high level of poverty, the school qualifies for Community Eligibility Provision and all students are provided with breakfast and lunch daily at no cost to the families. CEP eligibility is a national non-pricing meal service which is provided to the nation's highest poverty schools. This is an indicator of the high level of poverty which impacts the students attending the school. Coupled with high levels of poverty, is the high transient rate of the students attending the school. Approximately 50% of the student population will stay enrolled in Nevitt for the entirety of their elementary school experience. The annual transient rate is 39%. The current academic performance of the student population is poor; however, multiple data points, including MAP assessment data, indicate a high level of academic growth. The state's analysis of student performance data, EVAAS, indicates that the students attending Nevitt are growing at a slower rate than peers in like schools. The state's most recent analysis of multiple data points indicates that the school is performing in the Unsatisfactory range.

The School Renewal Plan has been revised to include the most recent student achievement data. It is important to note that student performance data was unavailable at the end of the 2019-2020 school year due to Covid-19 school closure. It was determined that multiple goals and actions should be modified in order to adjust for the current levels of growth over the last two years. The goals continue to be attainable and appropriate for the remainder of this cycle. An additional challenge is the lack of parental engagement in the education setting. The Renewal Plan includes initiatives to support the engagement of parents in meaningful opportunities so that students are poised for success. While the school has been able to engage parents in activities that involve students such as Literacy Night and Math Night, there continues to be a need to strengthen parent and community involvement. The current plan includes a position that would focus on increasing the home to school relationship. As a result of this addition, parental engagement has increased and additional engagement opportunities such as Family Engagement Nights, community welcome back bus tour, academic awards programs, and Experience Jacket Days have been added. Based on data provided by parents during the annual registration process, 88% of parents rate the effectiveness of the Title I Compact and Policies as Good or Excellent. Additionally, almost 90% indicate their support for the Compact and Policies included.

Student performance and academic achievement continue to be the primary areas of focus for the current administration and staff. All decisions are made considering the impact on students and their ability to improve their academic performance. The current administration works to analyze student performance data on a regular basis and provides support to teachers as they tailor instruction to meet the needs of the students. This is evident through the school's instructional focus. Areas supported through Title I include research based resources,

in-depth Multi-Tier System of Support (MTSS) process, interventions in reading and math, planning support for teachers, high quality professional development to support effective practices, and social-emotional supports.

Through the analysis of student discipline data and survey data from parents and teachers, there is the need to further implement support to decrease the number of behaviors that negatively impact the learning environment. To address this concern, the school secured a research based social emotional curriculum. Staff were provided with ongoing professional development to support the fidelity of implementation. The results of this implementation have positively impacted the opinions of both staff and parents. To further support our students' success, the social emotional curriculum will continue to be utilized by all staff and professional development will be provided. The ongoing professional development will be critical as individuals join the staff. Additionally, professional development will be provided so that all staff remain highly trained.

Current trend data using standardized state test results indicate that the school has areas for improvement along with some areas of strength when meeting the academic needs of students. Third grade data using SCReady Reading results from Spring 2018 to Spring 2019 indicates a significant reduction of students, 29 to 5, who score in the DOES NOT MEET 1 level on the Third Grade Reading SCREADY. In fourth and fifth grades, there was a decrease in the performance levels of students. Specific strategies have been implemented to positively impact student performance in these areas. In these grade levels, poor teacher attendance and lack of teacher retention negatively impacted student performance. These areas were significantly improved during the 2019-2020 school year. Teacher content knowledge and support for planning has been provided. The staff has been provided with intense professional development to unpack ELA standards and weekly planning support by the administrative team is provided. The teachers in these grade levels have also been provided with ongoing opportunities to increase their effectiveness through coaching cycles and reflective practices included in as a part of regular observations.

Student performance is analyzed using multiple points of data and is then used to help identify instructional needs, professional development needs, and areas for improvement which are addressed in the School Renewal Process. Current student performance using MAP data indicates that the students at Nevitt are performing lower than the district average in some areas, but are demonstrating significant growth overall. There are still grade levels and areas that need to be areas of focus. The chart below includes average performance as compared to the district performance.

MAP RIT level averages: The first number is the grade level norm for spring. This is the expected score for students to be considered on grade level. The second number is the school's grade level mean for spring. This is an average of all students who participated in the MAP assessment in spring. Due to school closure due to Covid-19, Spring MAP data is not available.

**Reading**

	<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>	
<b>K</b>	155.9	152.3	155.9	158.5	155.9	156.9
<b>1</b>	175.7	168.3	175.7	177.6	175.7	172.1
<b>2</b>	187.4	181.8	187.4	181.2	187.4	184.7
<b>3</b>	197.9	190.2	197.9	192.3	197.9	192.5
<b>4</b>	205.3	197.6	205.3	203.5	205.3	198.4
<b>5</b>	211.2	209.9	211.2	202.9	211.2	207.5

**Math**

	<b>2016-2017</b>		<b>2017-2018</b>		<b>2019-2019</b>	
<b>K</b>	156.6	156.2	156.6	158.3	156.6	158.9
<b>1</b>	178.6	171.5	178.6	180.1	178.6	172.1
<b>2</b>	190.3	181.9	190.3	184.3	190.3	184.7
<b>3</b>	201.7	190.7	201.7	196.0	201.7	192.5
<b>4</b>	211.09	203.5	211.9	204.9	211.9	198.4
<b>5</b>	220	210.7	220	207	220	207.5

The school currently tracks progress through MAP data and the MTSS process which provides consistent longitudinal information. At the end of the 2019-2020 school year, 148 students had Tier 2 Intervention Plans and 158 had Tier 3 Intervention Plans. Due to the intense MTSS process that is in place at the school, multiple academic interventions have been identified and provided to students who were in need of additional support. Goals to address the intense interventions have been developed. Additional staff, interventionists and 2 classroom teachers, are proposed for the upcoming year. The two additional classroom teachers are proposed for second and third grades in order to reduce class size. It is imperative that our youngest students receive strong academic skills in order to be academically successful in upper grade levels.

Based on analysis of the data, there continues to be a need to provide high quality instruction using research based practices and interventions. The staff has further identified summer regression as a factor which negatively impacts our students. While some students participate in the district led summer programs, participation is limited. This is a factor which needs to be explored in the future to determine how to best support the students and families in order to minimize this regression.

The staff survey indicates the following:

- a. 90% of teachers surveyed indicated a positive impact on math instruction following Professional Learning in math.

- b. Staff provided by Title I are viewed as making a positive impact. Over 80% of all respondents indicated that the positions funded by Title I are critical to student achievement.
- c. The following suggestions were offered by staff:
- There needs to be more full-time special education teachers so that way students are taught with best practice in small group intervention.
  - Math Interventionist for Early Childhood Grades
  - Continue to implement PATHS, Social Emotional Curriculum
  - Continue to explore creative ways to engage our parents
  - Develop ways that parents can learn how to help their children at home, Chromebook tutorials, math guides, etc.
  - Math Interventionist for lower grades
  - Continue to fund the 2nd Assistant Principal position, additional teacher to lower class size, mental health counselor
  - Social Worker
  - Consider adding additional teachers to reduce class size.
  - Teacher assistants for EVERY grade level!!
- d. 25 of 28 teachers agree that training during the summer is critical to their success.
- e. The following suggestions were offered for consideration for next year:
- 90% believe a social-emotional curriculum should continue.
  - 60% indicate the need for training in effective interventions in reading and math.
  - 75% of the teachers agreed that the professional development provided to support their understanding of the ELA standards was effective.
  - 100% of the staff indicated that a guest author had a positive impact on student interest and engagement in literature.
- f. In evaluating the effectiveness of programs purchased by Title I, teachers indicated that LLI, Literacy Footprints, Number Talks, and Edgenuity had a positive impact on student achievement. Teachers indicated that Do the Math and Comprehension Toolkit had less impact on student achievement. Teachers further indicated that Reading Recovery was effective but did not reach many students.