

School Improvement Council 2018-2019 Parent Report

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 more rapid rate than peers in like schools. Using the multiple factors, the school has been able to improve their State Report Card Rating.

The School Renewal Plan has been revised to include the most recent student achievement data. It was also determined that multiple goals and actions should be modified in order to adjust for the high level 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 Curriculum Nights, community welcome back bus tour, and academic awards programs 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. Current trend data using standardized state test results indicate that the school is meeting the academic needs of students. One primary indicator is in the significant reduction of students, 29 to 5, who score in the DOES NOT MEET 1 level on the Third Grade Reading SCREADY. Additionally, the school has been able to improve the state rating from an “F” to an Average rated school. It is important to note that the rating is only one point from the rating of Good. On the indicator of Student Progress, the school is rated Excellent.

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.

Reading

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

Math

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

The school currently tracks progress through MAP data and the MTSS process which provides us with consistent longitudinal information. 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. Based on needs assessment data and the current analysis

of students assigned to ISS, there is also a need to strengthen interventions for students experiencing behavioral difficulty within the school setting and reduce the number of students assigned to ISS. Due to this need, the school will utilize Title I funds to secure a social-emotional curriculum to further support students in their ability to develop appropriate skills which lead to school success. This will be supported by professional development for all staff. In analyzing the academic and survey data, it is apparent that the high transient rate of students, high teacher turn-over, and class size are all factors contributing to student performance.

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
 - Math Interventionist for lower grades
 - 2nd AP or Administrative Assistant, Additional teacher to lower class size, mental health counselor
 - Literacy Interventionist
 - Social Worker
 - Another reading recovery teacher/interventionist-upper elem...if our children can't read, they can't succeed.
 - Teacher assistants for EVERY grade level!!
- d. 22 of 23 teachers agree that training during the summer is critical to their success.
- e. The following suggestions were offered for consideration for next year:
 - 71% believe a social-emotional curriculum is needed.
 - 57.1% indicate the need for training in effective interventions in reading and math.
 - Almost 40% of the teachers indicated there was a need to engage in professional development to further understand the standards in ELA.
 - 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 Compass had a positive impact on student achievement. Teachers indicated that Dreambox, Do the Math, iStation, and Comprehension Toolkit had less impact on student achievement.

After analysis of multiple data points, including test data, student attendance rates, and discipline data, the consensus is that a social-emotional curriculum is needed to further support student success. Extensive research was conducted by the school counselor in order to identify the most appropriate program for the school. The school has implemented PBIS for several years but data indicates that a specific curriculum to assist teachers with instruction related to the development of social skills is needed. A comprehensive program grounded in research has been identified. PATHS has a proven history of positively impacting student behavior, grades, and attendance. Data to support the need are student and parent survey results, chronic absenteeism rate of 27.4%, and behavioral rating of 64.1%. Based on the data, the curriculum will be implemented in the upcoming year and professional development will be provided to all staff.