

Nelson Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

John Nelson Elementary Title I Plan 2018-2019

1. Comprehensive Needs Assessment

Our students are low in literacy and numeracy. In 2016, only 15% of students at Nelson met or exceeded expectations in ELA on PARCC compared to 23% in the district and 36% in the state. In math, the school had 12% meet or exceed compared to 16% in the district and 31% in the state. In ELA, 3% of LEP students met or exceeded expectations. In Math, 9% of LEP students met or exceeded expectations. In 2017 Nelsons academic success was 14% compared to the districts 17%. 17% of Students at Nelson met or exceeded expectations in ELA on PARCC and in math 12% meet or exceed.

In 2017 the NWEA MAP test K-3 did not make the projected growth target for math and reading. Our MAP data tells us that a large majority of students are not meeting their growth goals in reading or math. Our in house formative assessments data shows growth, but these do not correlate with our MAP scores. We believe this is due to rigor of instruction and student stamina. This was the first year for the administration of the NWEA MAP assessment. Students not meeting their growth targets is attributed to teachers continuing to learn how to read, analyze, and use MAP data to guide instruction and use the MAP data to personalize learning for students. In 2018 our data shows us that student learning is increasing however as a school we have not achieved our school goal. Kinder, 3rd and 4th did meet their goal in Math. In Only Kinder met their goal.

34.5 % of school population are ELL. In 2017 ACCESS preliminary scores, 0% of students scored proficient enough to exit bilingual services. Overall, our behavior referrals have increased from previous year, however our more severe behaviors have decreased. Our ACCESS scores show that many students are not testing out due to not scoring proficient on different component. Our ELLs lack some background experiences and vocabulary needed for formal American education.

9% of Nelson students are homeless, marking a 3% increase from the previous year. 71.6% of students are considered low income. Student mobility rate is 19%. Chronic truancy rate is 12.2% compared to a 7% district rate.

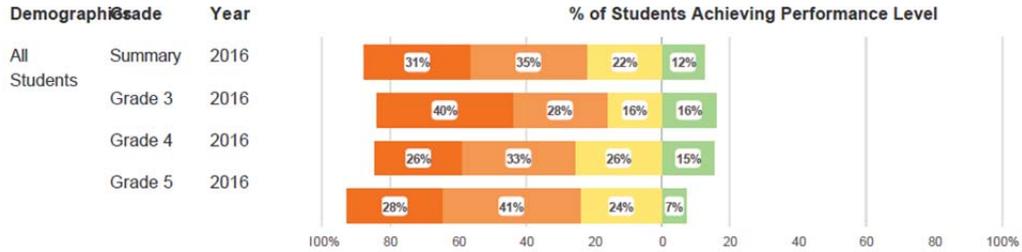
Through the use of surveys and questionnaires, staff has indicated that they are not sufficiently trained to support students' needs in the area of Social Emotional Learning. Staff has also indicated that additional professional development is needed in the areas of numeracy, language acquisition, and literacy. Professional Development and shared work time are necessary to integrate fine arts and content areas into the curriculum. Staff has stated they need time to investigate and plan for increased parent engagement.

JOHN NELSON ELEM SCHOOL

PARCC

SELECT Mathematics
 COMPARE: 2016 - Summary, Grade 3, Grade 4, Grade 5 - All Students

■ Did Not Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded

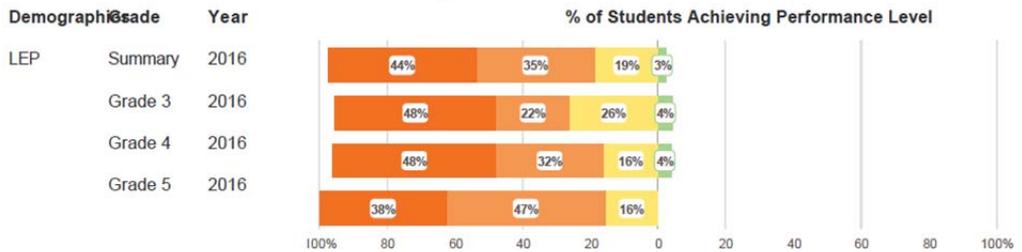


JOHN NELSON ELEM SCHOOL

PARCC

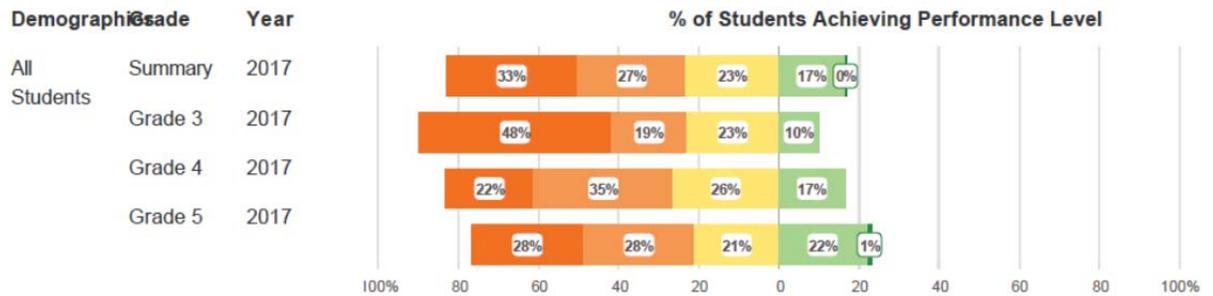
SELECT ELA
 COMPARE: 2016 - Summary, Grade 3, Grade 4, Grade 5 - LEP

■ Did Not Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded

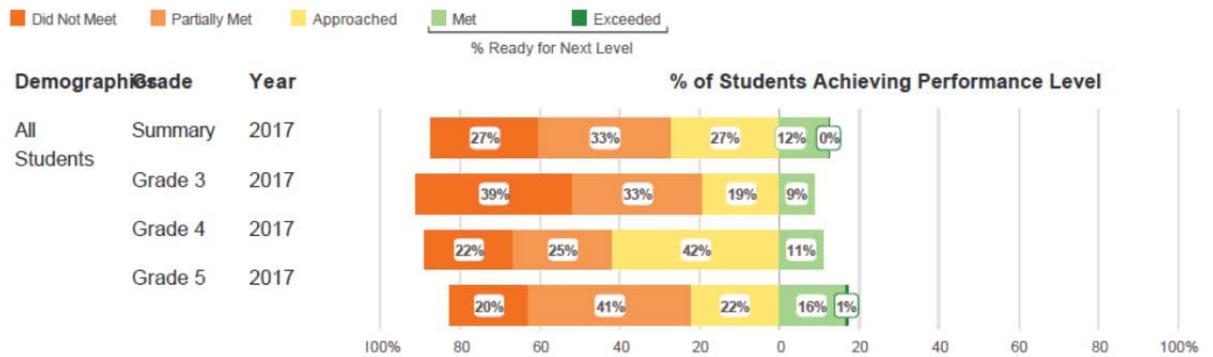


SELECT ELA
 COMPARE: 2017 - Summary, Grade 3, Grade 4, Grade 5 - All Students

■ Did Not Meet
 ■ Partially Met
 ■ Approached
 ■ Met
 ■ Exceeded

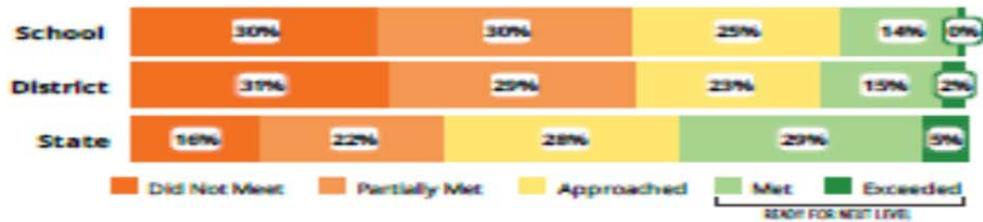


SELECT Mathematics
 COMPARE: 2017 - Summary, Grade 3, Grade 4, Grade 5 - All Students



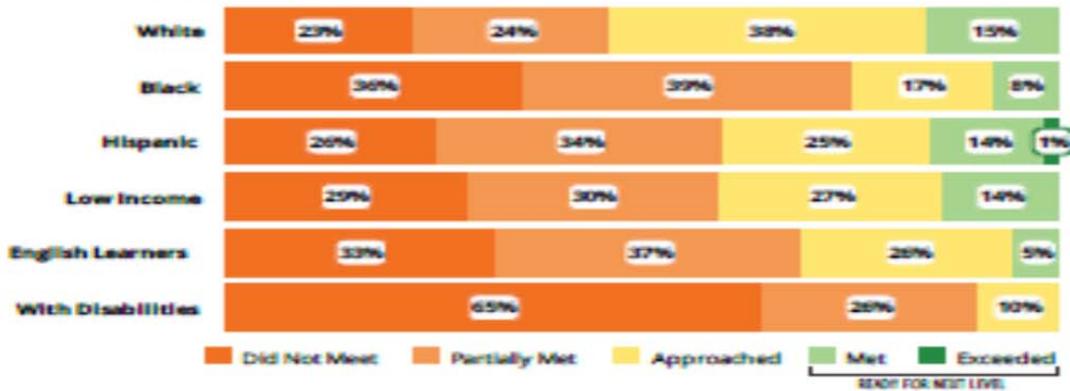
Academic Success

Elementary All Illinois students in grades 3-8 take the PARCC assessment each year. High school students take the SAT in Math and English Language Arts.



Success by Student Group

This display shows PARCC performance levels for each student group. No data is shown for groups with fewer than 10 students.



Student Characteristics

| | | | |
|-------------------|-----|-------------------|-----|
| White | 23% | Low Income | 62% |
| Black | 23% | English Learners | 36% |
| Hispanic | 46% | With Disabilities | 11% |
| Asian | 1% | Homeless | 7% |
| American Indian | 1% | | |
| Two or More Races | 6% | | |
| Pacific Islander | 0% | | |

MAP

Nelson Elementary School

Mathematics

| Grade (Spring 2017) | Growth Count‡ | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
| | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| K | 43 | 130.2 | 10.5 | 10 | 147.0 | 13.8 | 3 | 16.9 | 1.3 | 21.7 | -1.69 | 5 | 43 | 11 | 26 | 23 |
| 01 | 37 | 155.6 | 12.3 | 15 | 171.9 | 14.9 | 8 | 16.4 | 1.4 | 19.4 | -1.01 | 16 | 37 | 11 | 30 | 27 |
| 02 | 67 | 164.7 | 12.3 | 2 | 176.0 | 11.3 | 1 | 11.3 | 1.1 | 16.1 | -1.75 | 4 | 67 | 17 | 25 | 16 |
| 03 | 78 | 180.8 | 10.2 | 6 | 192.5 | 11.1 | 5 | 11.7 | 0.9 | 13.2 | -0.68 | 25 | 78 | 29 | 37 | 33 |
| 04 | 70 | 190.0 | 12.8 | 3 | 206.9 | 14.4 | 17 | 16.9 | 1.1 | 10.9 | 2.61 | 99 | 70 | 52 | 74 | 73 |
| 05 | 81 | 201.3 | 17.4 | 8 | 213.7 | 16.1 | 17 | 12.4 | 1.1 | 9.3 | 1.16 | 88 | 81 | 50 | 62 | 54 |

Nelson Elementary School

Reading

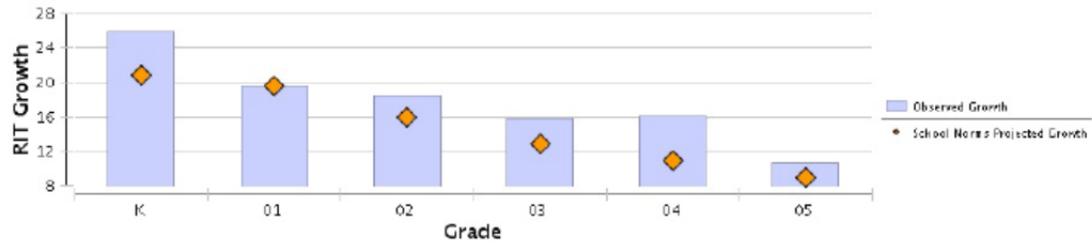
| Grade (Spring 2017) | Growth Count‡ | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
| | | Fall 2016 | | | Spring 2017 | | | Growth | | School Norms | | | Student Norms | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| K | 43 | 133.9 | 9.4 | 14 | 148.4 | 11.5 | 5 | 14.5 | 1.1 | 18.9 | -1.47 | 7 | 43 | 10 | 23 | 20 |
| 01 | 38 | 152.8 | 9.7 | 11 | 168.1 | 13.2 | 8 | 15.3 | 1.6 | 17.4 | -0.72 | 24 | 38 | 11 | 29 | 30 |
| 02 | 64 | 162.0 | 12.4 | 3 | 169.4 | 12.5 | 1 | 7.3 | 1.0 | 15.0 | -2.95 | 1 | 64 | 5 | 8 | 15 |
| 03 | 78 | 178.8 | 16.4 | 9 | 187.5 | 16.5 | 5 | 8.7 | 0.8 | 11.5 | -1.33 | 9 | 78 | 28 | 36 | 36 |
| 04 | 69 | 185.1 | 16.4 | 3 | 198.4 | 15.0 | 12 | 13.3 | 1.0 | 8.7 | 2.69 | 99 | 69 | 47 | 68 | 70 |
| 05 | 81 | 194.4 | 19.5 | 4 | 201.6 | 20.2 | 5 | 7.2 | 1.2 | 6.9 | 0.19 | 58 | 81 | 40 | 49 | 43 |

Nelson Elementary School

Mathematics

| Grade (Spring 2018) | Growth Count‡ | Comparison Periods | | | | | | Growth Evaluated Against | | | | | | | | |
|---------------------|---------------|--------------------|------|------------|-------------|------|------------|--------------------------|--------------------|------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
| | | Fall 2017 | | | Spring 2018 | | | Growth | | School Norms | | | Student Norms | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | Observed Growth | Observed Growth SE | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| K | 35 | 131.8 | 9.2 | 17 | 157.6 | 12.1 | 48 | 25.8 | 2.0 | 20.8 | 1.88 | 87 | 35 | 28 | 74 | 77 |
| 01 | 41 | 148.8 | 16.0 | 1 | 188.3 | 16.0 | 2 | 19.6 | 1.4 | 19.8 | -0.03 | 48 | 41 | 18 | 44 | 42 |
| 02 | 88 | 166.9 | 16.4 | 6 | 184.3 | 17.8 | 13 | 18.6 | 1.2 | 16.0 | 0.82 | 82 | 88 | 38 | 68 | 88 |
| 03 | 70 | 174.1 | 12.1 | 1 | 189.9 | 11.4 | 2 | 16.8 | 1.0 | 12.9 | 1.34 | 81 | 70 | 42 | 80 | 67 |
| 04 | 76 | 181.8 | 12.2 | 8 | 208.0 | 14.1 | 26 | 18.1 | 1.0 | 10.8 | 2.41 | 99 | 76 | 62 | 88 | 70 |
| 05 | 88 | 200.0 | 14.2 | 8 | 210.8 | 18.4 | 11 | 10.8 | 0.8 | 9.0 | 0.82 | 73 | 88 | 38 | 63 | 60 |

Mathematics

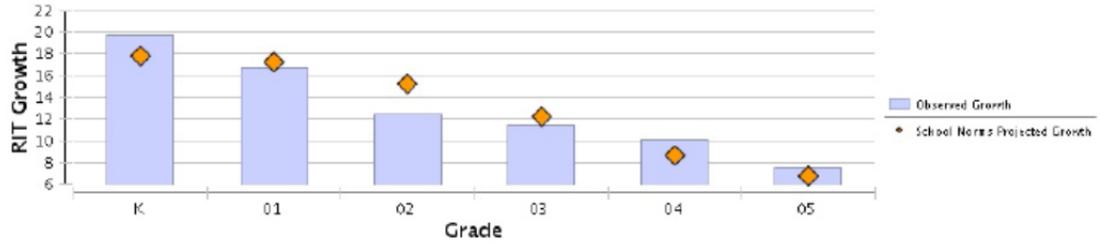


Nelson Elementary School

Reading

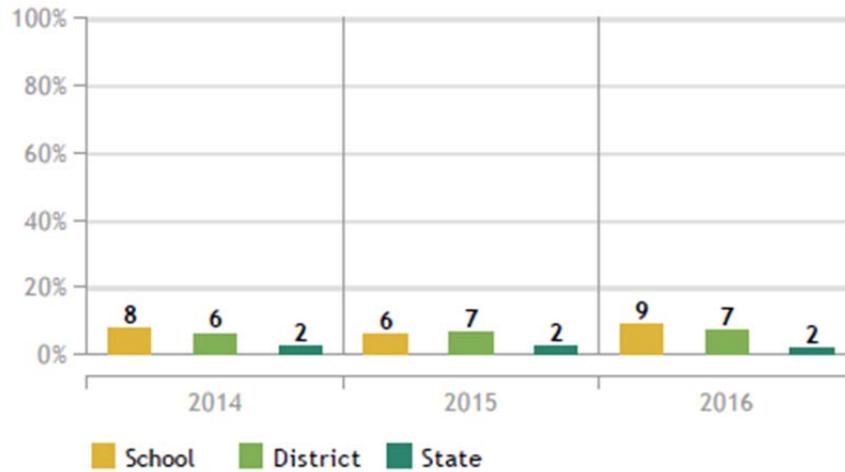
| Grade (Spring 2018) | Growth Count | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | Growth Evaluated Against | | | |
|---------------------|--------------|--------------------|------|------------|-------------|------|------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--------------------------|----------------------|------------------------|--|
| | | Fall 2017 | | | Spring 2018 | | | Observed Growth | Observed Growth SE | School Norms | | | Student Norms | | | |
| | | Mean RIT | SD | Percentile | Mean RIT | SD | Percentile | | | Projected Growth | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| K | 38 | 137.1 | 6.3 | 34 | 169.8 | 8.8 | 48 | 19.7 | 1.2 | 17.8 | 0.85 | 74 | 38 | 26 | 89 | 89 |
| 01 | 41 | 160.6 | 14.3 | 7 | 187.2 | 18.4 | 8 | 18.7 | 1.2 | 17.9 | -0.22 | 41 | 41 | 18 | 44 | 48 |
| 02 | 88 | 182.8 | 14.3 | 6 | 175.0 | 16.3 | 3 | 12.6 | 0.8 | 16.2 | -1.11 | 13 | 88 | 24 | 36 | 33 |
| 03 | 70 | 170.8 | 14.8 | 1 | 182.0 | 16.4 | 1 | 11.4 | 1.0 | 12.2 | -0.40 | 34 | 70 | 27 | 38 | 38 |
| 04 | 76 | 188.4 | 17.6 | 9 | 188.6 | 18.1 | 13 | 10.1 | 1.1 | 8.7 | 0.85 | 80 | 76 | 43 | 67 | 68 |
| 05 | 87 | 199.7 | 11.6 | 9 | 204.3 | 12.4 | 13 | 7.8 | 1.0 | 8.8 | 0.44 | 87 | 87 | 37 | 66 | 68 |

Reading

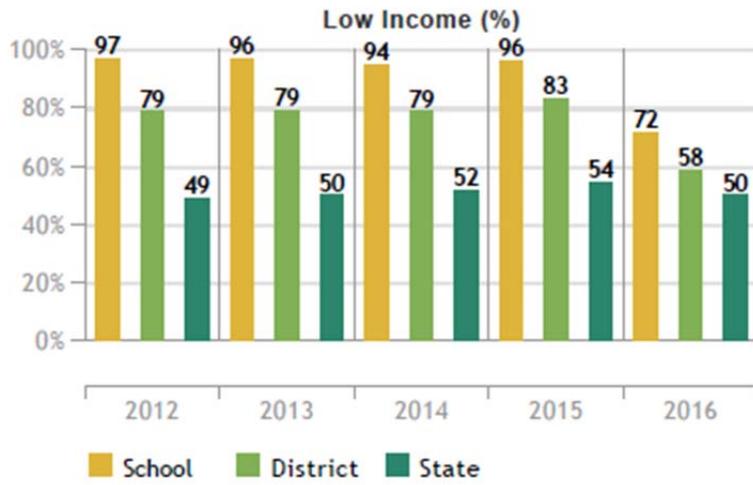


JOHN NELSON ELEM SCHOOL

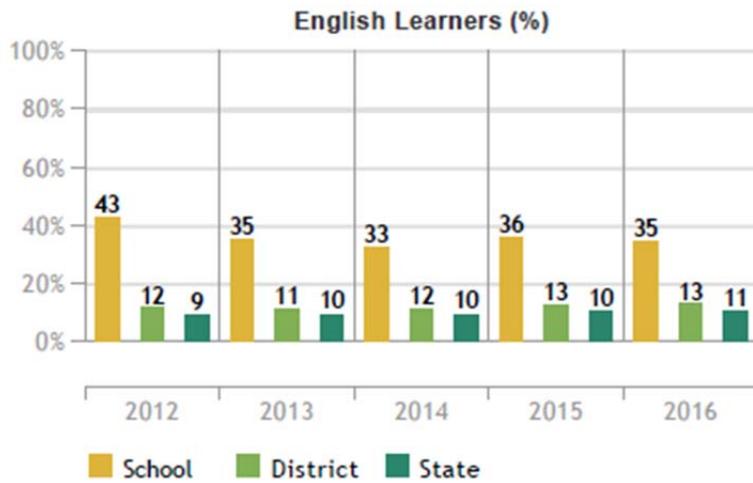
Homeless (%)



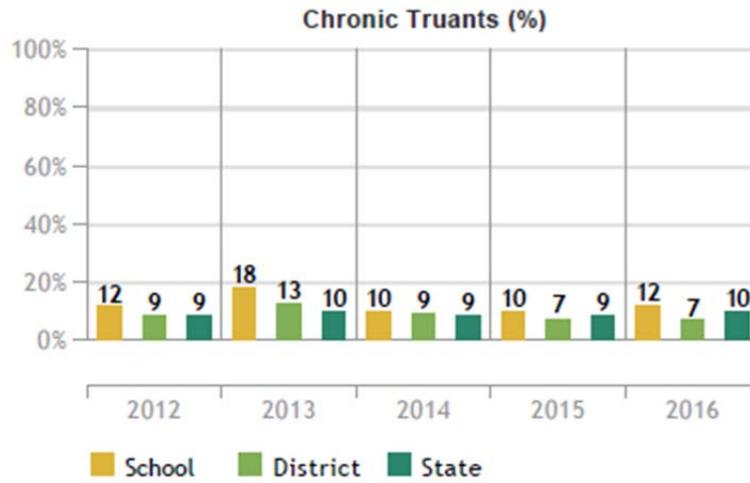
JOHN NELSON ELEM SCHOOL



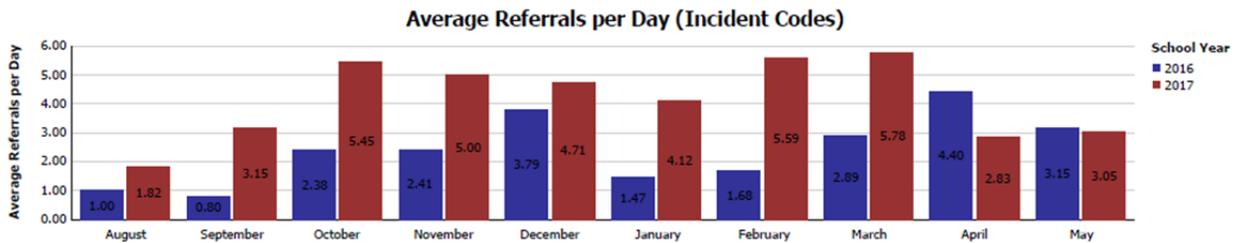
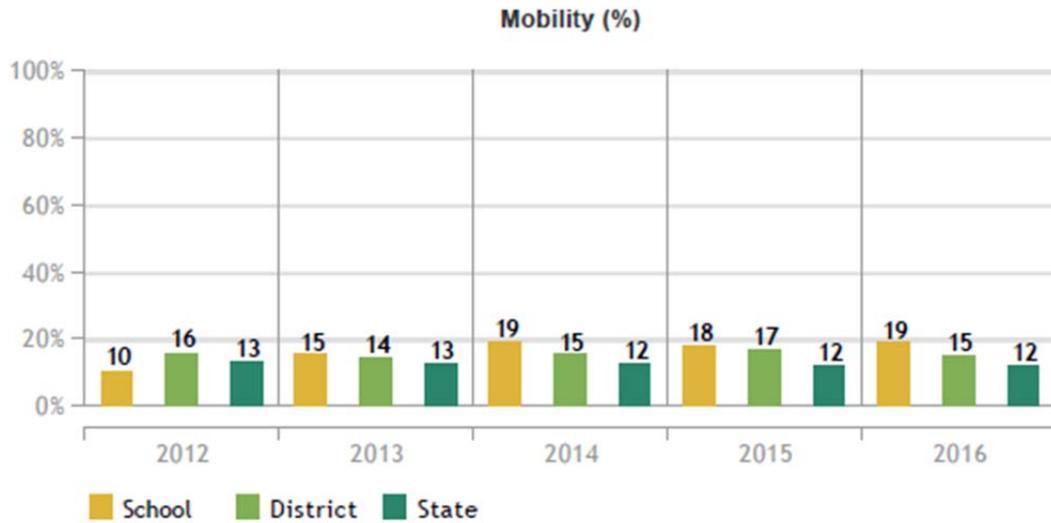
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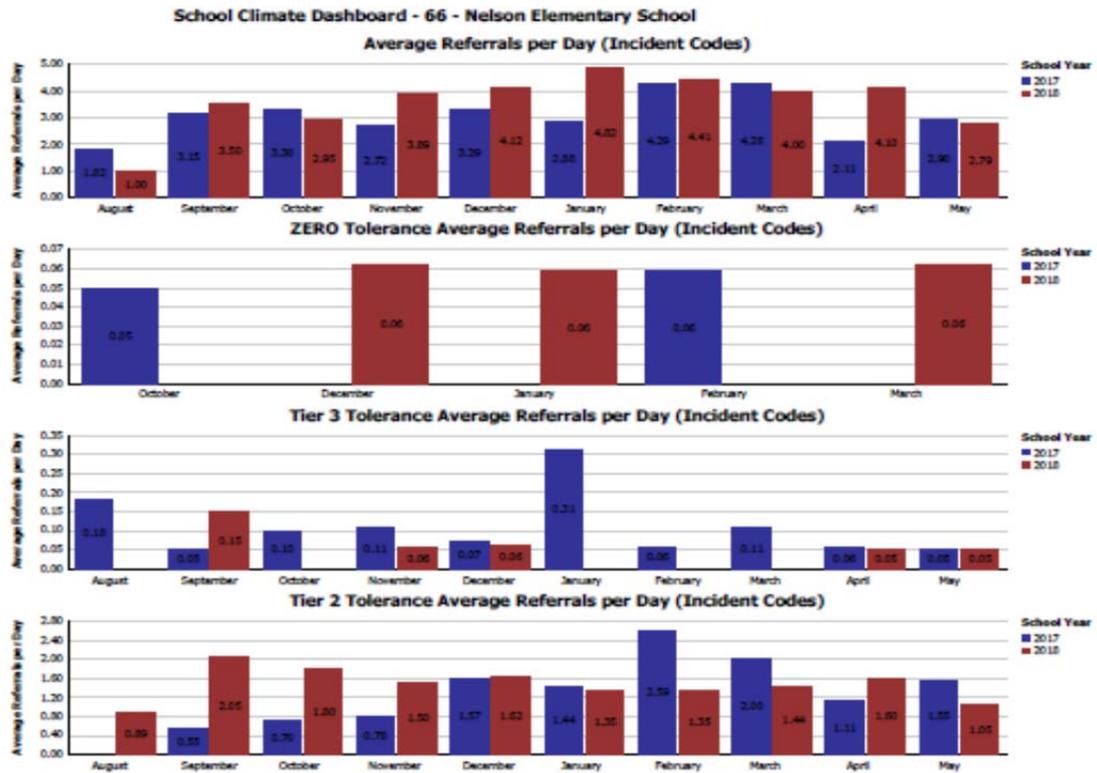


JOHN NELSON ELEM SCHOOL



JOHN NELSON ELEM SCHOOL





2. List other special or support programs offered at your school.

Nelson has an after school program funded by United Way, REBA basketball, Boy Scouts, Girl Scouts, A Connected School, tutors, AAS, bilingual services, parent engagement activities, and community tutors.

3. Describe schoolwide improvement or reform strategies in narrative forms, to include:

- a. Opportunities for all students, including each of the subgroups**
- b. Methods and strategies to strengthen and enrich the program**
- c. Ways to address students' needs, especially those at risk of failing**

Nelson School offers opportunities for support to all students, including each of the subgroups through Special Education Resource Teachers, Bilingual teachers, Tutors Instructional coach, and highly qualified classroom teachers. All students received small group, on level reading and math instruction. RTI through the use of individualized learning plans (ILPs) are offered to students. Leveled Literacy Intervention is also available to all students.

Nelson will provide teachers with necessary supplies needed to, implement programs and use effective strategies as well as supplies that may be needed from consultation services. These will include, but are not limited to, composition notebooks, pencils, and paper. Educational games, licenses (Raz kids, Moby Max, Reading A to Z, Capstone, examples,

but not limited to) manipulatives, instructional supplies (scissors, glue, markers, etc.), and curriculum materials will be related, but not limited to, vocabulary, writing, Units of Study, reading comprehension, Close Reading, Reader's Workshop, Writer's workshop, guided reading, Reading Horizons, fluency, math facts, math talks, number sense, and word problems. Library books for school and classroom libraries will be related to, but not limited to, reader's workshop, science and social study topics, mentor texts for writing, and engaging books. All of the above may also be related to teaching of the Social/Emotional Learning Standards.

We will continue to acquire technology to include but not limited to devices such as Chromebooks or other like devices, charging cart and accessories. Technology devices will allow students to do research across multiple online databases. Technology devices will also provide students the tools needed to work towards proficiency on reading presented in diverse media. Technology can also be used to organize information that will be used in a presentation. Technology will also be used to facilitate supplemental programs that will provide learning supports and individualized learning. Students can use technology to listen to text to begin to read. Technology devices can also be used to differentiate activities by providing learning opportunities at student specific learning levels, but using the same device as on level peers. Use of technology will allow students to have personal instruction.

Nelson School will implement different programs to help support literacy. Some examples are but not limited to Units of Study to enrich the writing program. Guided reading is used to strengthen reading instruction. Reading Horizons will be implemented for grades K-3. Building Vocabulary program will be used in 1 - 5th grades. Nelson school will continue to look for best practice strategies to help support literacy. Nelson will provide PD for teachers that include but not limited to vocabulary, balance literacy and writing. Classroom teachers will use the district math map to address grade level standards.

For classroom instruction in math Nelson teacher will look into providing additional support for students by doing strategies and programs that include but not limited to 10 minute math talk and other programs or practices that we research. RtI and Special Education will use Leveled Literacy Intervention, Math Navigations, and Moving with Math to address the needs of struggling students.

School will provide students different opportunities to continue their learning outside the classroom through field trips. Nelson will provide students opportunities to go to places like but not limited to museums, plays, discovery centers, farms. The school will provide transportation to the students. Students will be able to relate what they have learned through real world experiences.

Staff will need training on the best methods to integrate SEL into instruction. The school will look for strategies and programs that will support social emotional standards. Nelson will support teachers by providing support that includes but not limited to PD and supplemental material.

School will provide support that includes but is not limited to a Title 1 teacher, literacy and numeracy tutors, and supplemental technology to support student learning.

4. Describe your school's mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas.

Nelson utilizes a Behavior Intervention Specialist to assist with student behavior. The school utilizes A Connected School, PBS and Second Step to support Social Emotional Learning. School will provide materials that include but not limited to incentives for perfect attendance on a monthly basis. PBS will provide an incentive for good citizenship on a trimester basis. School will provide clothes, hygiene supplies, and school supplies for homeless students. School will provide counseling and Social Emotional Learning training for staff and trauma-based students, including any necessary supplies.

We will continue to use the A Connected School and PBS programs to support social emotional learning. We will purchase items to support cool-down centers in classrooms and throughout the school where students can reflect on their behavior and write plans for success after they cool down their emotions. PBS and behavior incentives will be purchased. School will also provide PD for teacher to support the social emotional standards.

We will implement a Second Step (or similar) program and an anti-bullying program to support the social-emotional needs of the students. Materials needed to include, but not be limited to paper, ink, lamination, and manipulatives will be purchased. We will explore teaching yoga and meditation to all grade levels.

We will purchase items to include, but not be limited to wipes, toothbrushes, toothpaste, and deodorant to help students feel clean and better prepared to learn.

We will provide students with items families may need. This includes, but is not limited to, items listed above as well as donated clothing, and school supplies.

This will include academic and social emotional interventions.

Attendance and truancy concerns will be addressed through services such as parent boot camps, student lessons, and incentives for good attendance. This can include, but not be limited to, a basket of board games, books, or art supplies.

Teachers and students use goal setting and student led conferences to support student learning. Materials to be purchased will include, but not be limited to binders, paper, ink, chart paper, etc. The school will provide teachers the opportunity to learn from each other and work together to look at data by providing them the opportunity to work together.

This will be accomplished by providing subs for them or paying them a stipend before or after school.

5. Describe any activities regarding the preparation for and awareness of postsecondary education and career. This area may include Advanced Placement, IB, and other like programs.

Nelson will invite guest speakers, to come to the school and speak to our students. Field trips and college visits and transportation will be provided for students. We will continue to create community partnerships with local companies such as but not limited to UTAS, Woodward, University of Illinois extension, Discovery Center, United way and Rockford First. Nelson will also look into getting people from the High school Academies to come in and speak to our students.

Currently Nelson has some community partners that come in to work with some of our students during the school year. The main focus has been literacy, and math. Nelson will continue provides materials such as but not limited to use of electronic device, pencils, paper, highlighters, pens, sharpeners, notebooks, student journals and books.

6. Describe any activities regarding the implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services.

Nelson will utilize a Behavior Intervention Specialist to assist with student behavior. The school will utilize program like but not limited to A Connected School, PBS and Second Step to support Social Emotional Learning. School will provide incentives for perfect attendance on a monthly basis. PBS will provide an incentive for good citizenship on a trimester basis. School will provide clothes, hygiene supplies, and school supplies for homeless students.

School will provide counseling and Social Emotional Learning training for staff and trauma-based students, including any necessary supplies. Nelson will explore the possibility of using tutors and other staff members to provide mentoring services and/or train community volunteers to work with trauma based students. Will explore a peer mentor program and provide any necessary training and supplies.

Nelson will provide student focused learning support to students, as demonstrated through assessments, from classroom teachers and support staff member, which will include but not be limited to the Title 1 teacher, ESL staff, resource staff, and tutors. This time will be used for students in need of intervention and students in need of assessment. Time will be set, but students receiving services will be fluid. A Title 1 teacher as well tutors will provide more intense interventions and/or enhancements to students in need.

7. Describe any activities regarding professional development to improve instruction and use of data.

Through the use of our data teams, PLC, observations and previous and future teacher surveys, we will systematically target educator's needs to include, but not limited to, vocabulary, reading comprehension, writing, math facts, number sense, real world application of math strategies, differentiation, technology, NWEA MAP, Reading Strategies Book, Writing Strategies Book ,Google Classroom, and social emotional learning standards. This will have all students receiving differentiated instruction in researched based strategies and all students working towards meeting MAP goals as measured by walk-throughs, observations, evaluations, and district and state assessments. Nelson will provide teachers to attend conferences like but not limited to Illinois reading conference, rising stars, NCTM Fusion, ALL write. We will continue to look at student

data to see the students greatest area of needs to help guide of course for our PD.

8. Describe any activities regarding strategies for assisting preschool students' transition from EC programming to the elementary school program.

Linking meeting for kinder. Provide subs to have the teacher go to the EC sites and meet some of the students and talk to previous teachers.

Purchase items for and prepare Kindergarten Readiness boxes. These will include, but not be limited to, items such as flashcards, book, pencils, crayons, writing paper, name plate, etc. They will be handed out at the Kindergarten Meet and Greet.

Kindergarten students and families will be invited to a Kindergarten Meet and Greet held before school starts. Students will be able to see the school and classrooms as well as meet the teachers. Nelson will provide parents with a different series to teach parents about school expectations and how to support their student.

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.

We will provide teachers new to Nelson a teaching buddy to guide the teacher through his or her first year at Nelson. Services will include, but not be limited to, planning together, tours of the school, meeting to explain expectations and family events, help deciding on committees to serve on, and help with knowledge of resources. Professional Development will be offered to new teachers to include, but targeted to new staff to Nelson to support staff with tasks to include, but not be limited to, on-line grade book, report cards, behavior referrals, school events, and the evaluation process.

We will provide and implement professional development which will include, but not be limited to, register educators for workshops, hire consultants, stipends, ordering professional development books and supplies. Topics for PD include, but are not limited to, Social/Emotional Learning strategies, differentiation, Vocabulary, math facts, number sense, math talks, reading strategies, fluency, Close Reading, writing, Units of Study, guided reading, student engagement, and technology for staff (such as data monitoring, Google Docs, etc) and technology for students to use.

We will continue to plan and implement a summer boot camp where certified teachers participate in the continuous improvement process. Activities will include, but not be limited to data analysis, action plans, PLC activities, and professional development on topics indicated by data analysis and SMART plans.

10. Describe any activities and/or approaches to support homeless children and youth.

Support to homeless students will include but not limited to provide students and families with school supplies, hygiene supplies, clothing, and any needed social emotional supports. We will work to ensure all homeless students have what is needed to be successful in school. The FIT department works with Nelson by notifying us which students are enrolled in the program. With this information we reach out to the families to see what the students' needs are and we try to provide for these needs. We have provided students with materials to be successful in the school setting.

11. Describe any activities and/or approaches to engage parents in their child's education and school.

We will explore the possibility of hiring a Parent Support Specialist. The PSS could help organize and facilitate a PTO. The PSS could help be liaison between school and home on topics such as homework, behavior, upcoming events, etc. If a PSS is not a possibility Nelson will have a committee to schedule parent events and have parents participate in the events.

Nelson will communicate with parents and support the educational process and help educated them on how they can support their students. This will include organizing and facilitating parent trainings on topics including, but not limited to, helping with homework, nutrition, healthy habits such as appropriate bedtimes, curriculum expectations, and community support offerings. PSS shall facilitate daycare for educational opportunities at the school for parents with small children to help address common hardships for parent involvement.

Nelson will look for ways to increase parent participation in surveys to gauge school progress, effectiveness, and areas for the school to improve in. The school will build and support a network of parents to participate in the continuous school improvement cycle. Nelson will look to promote parental involvement by providing events to include, but not limited to: Family Nights – Bingo for Books, Reading Night, Open House, Workshops, Student-Led Conferences, Dr. Seuss Café, and special moments with Mom and or Dad.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

Nelson will look for ways to provide reading buddies to our student. We will look in the community for mentors to help students with in struggling areas. We will support the students and mentor by providing items like but not limited to books, pencils paper, field trips. The school will provide teacher the opportunity to improve their teaching by providing PD and forums which include but not limited to Data retreat, Lesson planning, Leadership meetings, parent meetings, PLCs, book studies and data retreats. Nelson's leadership team involved Teachers in the development of the plan by asking the teachers what they felt their needs are and what the students' needs are. Nelson is continuing to work on getting community members involved with the school.