



2021-22 Nichols Elementary Phase One: Continuous Improvement Diagnostic for Schools_09142021_09:29

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Anne Marie Landry September 14, 2021



2021-22 Nichols Elementary Phase Two: The Needs Assessment for Schools_10182021_10:40

2021-22 Phase Two: The Needs Assessment for Schools

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	7

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The process for analyzing data at the school level includes our Instructional Leadership Team (ILT), SBDM council, and teachers. The ILT team, consisting of the principal, counselor, and instructional coach, meets weekly to assess student needs based on various sources of academic and non-academic data. In addition, the ILT team participates at collaborative team meetings at regularly scheduled times throughout each month including the principal, counselor, instructional coach, special education instructional coach, school psychologist, regular education teachers, special education teachers, and math and reading interventionists. The ILT and the teachers use the Plan-Do-Study-Act improvement model to identify areas of

opportunity to create actionable plans based on data. There has been an increased focus on analyzing current and trend data for standards mastery of ALL students making sure economically disadvantaged, special education, and EL students are all held to the same high standards. The MTSS teams also meet once a month in PLC with the School Psychologist in order to meet students' needs towards mastery of standards by providing appropriate interventions. In addition, the Attendance PLC consisting of the principal, counselor, attendance clerk, family resource consultant, and school social worker meet monthly to analyze non-academic data related to student attendance, chronic absenteeism, and teacher attendance. SBDM members analyze current and trend data and provide input on school improvement priorities at an SBDM meeting in the fall. Meetings are documented on our Google platform with a living calendar.

Trends

2. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

see attached at the bottom Trends were not examined for the 2020-2021 school year due to the unique circumstances brought on by the COVID-19 pandemic that greatly impacted state-required testing. Due to a shortened test, uneven participation interrupted learning models, and changes in learning opportunities direct comparisons cannot be made of assessment data from prior years. BCPS is using this data to serve as a baseline for academic needs coming out of the pandemic.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state

average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

see attached at the bottom

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

see attached at the bottom

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

see attached at the bottom

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.



see attached

ATTACHMENTS

Attachment Name

 2022 Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2022 Key Elements</u>	Key Core Work Processes Key Elements Analysis	• 6
 <u>2022 NES CSIP Needs Assessment</u>	Needs Assessment	•

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> ● PDSA style weekly PLC collaborative team meetings ● Eleot observations, lesson plan reviews, co-planning ● Vertical PLC teams (K/1, 2/3, 4/5) ● Better utilization of KDE's comprehensive list of effective high yield strategies
<p>KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<ul style="list-style-type: none"> ● Common Formative Assessments tracked through Standards tracking software ● Pacing guides ● Learning Targets ● Thinking Focused Learning Strategies ● MTSS PLCs
<p>KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> ● Common Formative Assessments ● Exit Slips ● Student-friendly learning targets present but are not pervasive ● Very few exemplars
<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> ● Common Formative Assessments with pre-assessments, post-assessments, and recovery assessments ● PDSA style weekly PLC collaborative team meetings ● Student Self-assessment and goal setting

Key Elements of the Teaching and Learning Environment - School

KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	<ul style="list-style-type: none">● Class Dojo is used school-wide to track behaviors and keep parents informed● Counseling program● Data shared with SBDM and PTA● PDSA style weekly PLC collaborative team meetings
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	<ul style="list-style-type: none">● Check-in/Check-out system● Behavior Inventories● Class Dojo as a communication tool● Thinking Focused Classroom● Nichols Code of Chivalry● PBIS team● Trauma Informed Care/SEL

Academic Data	K-PREP 2020/2021	ODW Fall 2021	CASE Data, Spring 2021	K-PREP 2018/2019
Elementary Reading (all students)	P/D 34.5 %		P/D 48 %	P/D 67.1%
Elementary Math (all students)	P/D 14.5 %		P/D 42 %	P/D 47.4%
Elementary Writing (all students)	P/D 14.3 %	P/D 12%		P/D 38.7%
Elementary Science (all students)	P/D 17 %			P/D 20%
Elementary Social Studies (all students)	-			P/D 64.5%
Students w/Disabilities Reading	P/D 1.1 %		P/D 34 %	P/D 42.9%
Students w/Disabilities Math	P/D 11.1 %		P/D 20 %	P/D 28.6%
Students w/Disabilities Writing	P/D %*	P/D 0%		P/D %*
Students w/Disabilities Science	P/D %*			P/D %*
Students w/Disabilities Social Studies	P/D %*			P/D %*
Economically Disadvantaged Reading	P/D 21.9 %		P/D 48 %	P/D 66.7%
Economically Disadvantaged Math	P/D 12.5 %		P/D 34 %	P/D 47.1%
Economically Disadvantaged Writing	P/D 33.3 %	P/D 8%		P/D 31.8%
Economically Disadvantaged Science	P/D %*			P/D %*
Economically Disadvantaged Social Studies	P/D %*			P/D 63.6%
Homeless Students Reading	P/D % *		P/D % *	P/D % *
Homeless Students Math	P/D % *		P/D % *	P/D % *
Homeless Students Writing	P/D % *	P/D % *		P/D % *
Homeless Students Science	P/D % *			P/D % *
Homeless Students Social Studies	P/D % *			P/D % *
Non-Academic Data				
Behavior	99% of our students have no behavior events			19/20 (as of Oct. 23) 21
Student Attendance	1/22 (avg. of month 1 and 2) 94.78%			19/20 (as of Oct 25) 95.09%



2021-22 Nichols Elementary Phase Two: School
Assurances_10152021_15:03

2021-22 Phase Two: School Assurances

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Table of Contents

2021-22 Phase Two: School Assurances

3

2021-22 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

15. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2021-22 Nichols Elementary Phase Two: School Safety Report_10182021_10:50

2021-22 Phase Two: School Safety Report

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Table of Contents

2021-22 Phase Two: School Safety Report	3
---	---

2021-22 Phase Two: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes, May 2021

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes on 08/09/2021

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

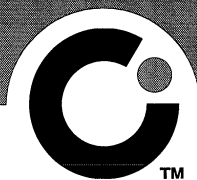
If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Nichols Elementary

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2021-22 Phase Three: NES Professional Development Plan for Schools_11222021_08:12

2021-22 Phase Three: Professional Development Plan for Schools

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
--	---

2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

Vision Statement: Nichols Knights: Leading the Charge of Excellence. At Nichols Elementary, we lead the charge of excellence by being our best every minute, of every day, for every KNIGHT! Mission Statement: It is the mission of Nichols Elementary School to educate the whole child and instill in students a desire to achieve their full potential as a lifelong learner, thinker, and productive contributor to their community. We believe... In meeting the whole child where they are and moving them toward their highest level of social, emotional and academic

excellence. Students deserve quality teaching from highly skilled educators in a safe, supportive, caring environment. School, community, and family collaboration is essential in fostering success.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Writing and Math are our two academic areas with the greatest decline in the percentage of P/D students.

3. How do the identified **top two priorities** of professional development relate to school goals?

The goal of Nichols Elementary is to produce students who are proficient in the core academic areas of reading, writing and math.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

We must ensure that students are writing to learn and writing to demonstrate learning, every day in all subject areas, and writing for publication. This will be accomplished through intentional planning for writing time each day and regular assessment of writing skills through ODW assessments scheduled in fall, winter, and spring each year.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Educators must recognize the need for and provide daily opportunities for students to write in authentic, meaningful ways. Teachers will provide appropriate resources for writing driven by various instructional purposes with different audiences for the student to consider. Technology use will be an important component of the writing process. Students will become independent and reflective writers, able to process textual information and content material through informal writing (writing to learn) in all content areas. Students will understand and internalize the criteria for

success, improving their abilities to demonstrate what they have learned through short answer (K-5), extended response (3-5), and on-demand assessments (K-5).

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Teachers will use formative assessment tools to identify what students understand of lessons that are taught to drive instruction. Students will complete ODW assessments at least three times per year. Kentucky Scoring Guide Rubrics will be used to score writing pieces.

4d. Who is the targeted audience for the professional development?

Teachers and the instructional coach.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, and principal.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Professional learning hours, Lynn Schwallie from OVEC to present, Recipe for Reading, Hegerman Resources, Strategies to implement writing across the curriculum.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Six hours of PL on a work day in August with Lynn Schwallie, follow-up meetings throughout the year with Lynn Schwallie, weekly PLC meetings, coaching cycles with instructional coach, feedback from formal and informal observations from the principal.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Scores from ODW assessments in fall, winter and spring. PLC data and discussions. Informal observations and formal observations for the Certified Evaluation Program completed by the principal.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The specific objectives for the professional development is the deconstruction of the math standards and aligning lessons that are concrete, semi-concrete, and abstract while also allowing for productive struggle. The focus is also on the math practices and embedding them into every day learning. This will be done through intentional daily lesson designs and guided by regular Common Formative Assessment data.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

We align with the Kentucky Board of Education in that, "Students will have the ability to apply mathematics to solve problems in the real world." Based on the Kentucky Academic Standards the math practices and standards allow for a "developmental progression focusing on conceptual understanding and building from procedural skill and fluency."

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Teachers will use formative assessment tools to identify what students understand of lessons that are taught to drive instruction. Students will complete CASE assessments at least three times per year.

5d. Who is the targeted audience for the professional development?

Teachers and the instructional coach.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, and principal.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Professional learning hours, Kricket McClure

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

PL on a workday in August 2021 with Kricket McClure, follow-up meetings throughout the current school year with Kricket McClure, weekly PLC meetings, coaching cycles with an instructional coach, feedback from formal and informal observations from the principal. Teachers are identifying essential standards during PLCs.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

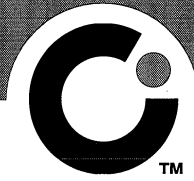
Scores from CASE assessments in fall, winter, and spring. PLC data and discussions. Informal observations and formal observations for the Certified Evaluation Program completed by the principal.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2021-2022 Phase Three: NES Comprehensive School Improvement Plan_11222021_08:13

2021-2022 Phase Three: Comprehensive School Improvement Plan

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
- Upload your completed Comprehensive School Improvement Plan in the attachment area below.


Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Modifications to the objectives and strategies are documented through our color-coding on the CSIP Plan template link that is uploaded in the attachment area.

ATTACHMENTS

Attachment Name

 2022 NES CSIP

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.


Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2022 NES CSIP</u>		.

Comprehensive School Improvement Plan (CSIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
 - The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

NEW/Updated School Improvement		School Improvement on Hold due to Pandemic		In Progress		Completed	
Proficiency/Gap/Growth Goals (3 year target for each) <ul style="list-style-type: none">• Proficiency Goal - Increase the average combined reading and math K-PREP proficient/distinguished scores from 57.25% to 68.9% by the spring of 2025.• Gap Goal - Increase the average combined reading and math proficiency ratings for all GAP students (Econ Disadvantaged) from 56.9% to 68.65% by the spring of 2025.• Growth Goal- Decrease the average percentage of novice students in reading and math combined from 37.25 % to 17.25 % by 2025.							
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan	
Proficiency: The average reading K-PREP P/D score was 67.1%. The average math K-PREP P/D score was 47.4%. GAP Goals: The reading proficiency ratings for students in the Gap group were 66.7%. The math proficiency ratings for students in the Gap group were 47.1%. Growth Goals: The K-PREP 2021 Reading percentage of Novice students was 30.9%. The K-PREP 2021 Math percentage of Novice	Proficiency: Increase the average reading K-PREP P/D score to 71.6% by Spring of 2022. Increase the average math K-PREP P/D score to 54.6% by Spring of 2022. GAP Goals: Increase the reading proficiency ratings for students in the Gap group to 71.2% by Spring 2022. Increase the math proficiency ratings for students in the Gap group to 54.3% by Spring 2022. Growth Goals: Decrease the percentage of Novice students on reading and	KCWP 1: Design and Deploy Standards KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Highly qualified educators will: -participate in school-wide work to analyze standards and align CFAs in order to adhere to the pacing guides. - design and implement common formative assessments and common recovery assessments for mastery of standards. -follow a clearly defined protocol for the MTSS process for all students including GAP students, that includes CFAs, weekly progress monitoring, monthly meetings to track progress and evaluate success of interventions, and monthly parent communication. -meet regularly in collaborative teams to	PLC Agendas PLC Minutes Mastery Connect SPAGS CFA Analysis Protocol Parent Letters CASE reports Progress reports from utilized software Teacher assessments ILT Meeting Minutes	Title I - \$8,985.00 Technology hardware, software, related supplies Title I - \$17,681.99 for partial RTA teacher Title I - \$ 4,028.85 instructional assistant ESS - \$ 3,057.38 for ESS Daytime waiver instructional tutor and afterschool ESS certified teachers	-Title I Evaluation Survey administered in Spring/Summer 2022 -Title I Math night in April 2022 -Title I Reading night in winter 2022 -Title I Open House in August 2022 -Weekly ILT meetings -Weekly PLC collaborative team meetings -Monthly update letters to parents for MTSS students -Title I pays a portion of salary for Reading Interventionist -Title I pays for a one-hour instructional assistant Title I pays for needed technology related supplies	

students was 43.6%.	math combined to 32.25% by Spring of 2022.		<p>ensure that assessments are of high quality and aligned to the rigor of the standards in order to determine all student needs including GAP students. The district is partnered with Solution Tree for ongoing Professional Learning for the PLC process.</p> <p>-meet regularly in collaborative PLC teams to analyze student work to select exemplars</p> <p>-implement formal and informal processes that teachers and students use to gather evidence to directly improve the learning of students assessed. All novice and apprentice students, as identified through KPREP and/or CASE, including GAP students, will participate in additional instruction during the day from the RTA teacher and interventionist, and/or before school for breakfast club and after school ESS utilizing software such as Lexia, Dreambox, and/or Edgenuity/Compass to address identified needs.</p> <p>-Teachers and admin</p>			
---------------------	--	--	--	--	--	--

			<p>meet with students to discuss their data and set improvement goals.</p> <p>The ILT team (principal, counselor, instructional coach) will meet weekly to analyze collaborative minutes and create SMART goals for teams as needed.</p>			
--	--	--	--	--	--	--

Separate Academic Indicator (3 year target)

- To increase the combined percentage of proficient and distinguished students in Science and Writing from 29.35% to 48.6% in spring of 2025.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan
Nichols Elementary had 20% P/D in Science on KPREP.	Nichols Elementary will have 27.3% proficiency on KPREP in grades 3-5 at the end of spring 2021.	KCWP 1: Design and Deploy Standards	Highly qualified staff will: -deconstruct and pace science standards - work as a vertical team to analyze vertical progression of science standards -PL from instructional coach who specializes in science	TCT products PLC Agendas PLC Minutes	\$0	-Title I Evaluation Survey administered in Spring/Summer 2022 -Title I Open House in August 2022 -Weekly ILT meetings -Weekly PLC collaborative team meetings -Monthly update letters to parents for MTSS students
Nichols Elementary had 38.7% P/D in Writing on KPREP.	Nichols Elementary will have 47.1% proficiency on KPREP in grade 5 at the end of Spring 2022.	KCWP 1: Design and Deploy Standards KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review,	Highly qualified staff will: -We will review the writing plan and update as needed. -analyze the vertical progression of learning, -utilizing district writing	PLC Agendas PLC Minutes ODW data Live Scoring data	\$0	-Title I pays for a one-hour instructional assistant Title I pays for needed technology related supplies

		Analyze and Apply Data	<p>rubrics for opinion writing pieces for grade K-5</p> <ul style="list-style-type: none">- use school-wide acronyms and graphic organizers for writing.-track progress toward mastery of writing standards using On-Demand writing.-meet vertically for planning and deconstructing standards in writing-track student progress in writing during regular collaborative team meetings-ESS funds are used to provide a 30-minute per day instructional tutor to provide additional writing instruction.-meet regularly in collaborative PLC teams to analyze student work to select exemplars			
--	--	------------------------	--	--	--	--



2021-22 Phase Three: NES Executive Summary for Schools_11222021_08:11

2021-22 Phase Three: Executive Summary for Schools

Nichols Elementary
Annemarie Landry
10665 Highway 44 West
West Point, Kentucky, 40177
United States of America

Table of Contents

2021-22 Phase Three: Executive Summary for Schools	3
--	---

2021-22 Phase Three: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Nichols Elementary is located in Bullitt County in West Point, Kentucky. Nichols is a small community school. Our teaching staff is made up of one principal who is also the preschool coordinator for Bullitt County, one full-time counselor, 13 certified teachers (including a half-time librarian and a half-time instructional coach). Our support staff includes one Kindergarten instructional assistant, two special education assistants, a 4-hour instructional tutor (who is a certified teacher), a 3-hour volunteer coordinator, a two-day-a-week family resource coordinator, one secretary/bookkeeper, one attendance clerk, one cafeteria manager, one cook/baker, one custodian and a half-time night sweeper. Our school is known for its community involvement and has ties to the community members that is multi-generational. A unique challenge for Nichols is our remote location in the western hills of Bullitt County. We participate in the Community Eligibility Program, so 100% of our students are offered a free breakfast and lunch each day. Due to the lack of businesses in our area, we rely on the support of the community to attend our two large festivals, one in the fall and one in the spring. The PTA and parent volunteers are an integral part of our school culture. Due to COVID-19, we were not able to hold our Spring Fling in the spring of 2020, and our Fall Festivals in November of 2020 and 2021 were held virtually. An exciting development in our community was the opening of the Nichols Branch of the Bullitt County Public Library. Nichols Elementary and the library board are very excited about this new partnership. However, the partnership has gotten off to a slow start due to COVID-19 closures. We participated in an opening event in March of 2020 at the library, but once we went to remote learning, we have been unable to use the library's resources in person. In August of 2021, the library opened on a limited basis. They held a community event in October 2021 during which 15 Nichols students were able to ring the "literacy bell" for having achieved a reading milestone. Moving forward, students who are proficient or distinguished in reading on CASE and/or KAS, will be invited to ring the literacy bell.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: Nichols Knights: Leading the Charge of Excellence. At Nichols Elementary, we lead the charge of excellence by being our best every minute, of every day, for every KNIGHT! Mission Statement: It is the mission of Nichols Elementary School to educate the whole child and instill in students a desire to achieve their full potential as a lifelong learner, thinker, and productive contributor to their community. We believe... In meeting the whole child where they are and moving them toward their highest level of social, emotional and academic excellence. Students deserve quality teaching from highly skilled educators in a safe, supportive, caring environment. School, community and family collaboration is essential in fostering success. Our attendance tagline is: Every Minute, Every Day, Every Knight! Attendance Matters!

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Three years ago our most notable academic improvement last year was our student performance on the Social Studies portion of KPREP. Our P/D percentage rose from 36.4% in 2018 to 64.5% in 2019. In Spring of 2021, we had no novice students in writing on the K-PREP. The county-wide focus on the PLC process has afforded us with many professional learning opportunities through Solution Tree to hone our skills in effectively utilizing our collaborative team meetings. Our collaborative teams meet weekly at Nichols to analyze common formative assessment data to identify students who have mastered the standards taught that week, and to plan, with the interventionists, recovery lessons as well as planning enrichment lessons for students who have already mastered the standard. The teachers analyze the quality of the CFAs and make changes to the assessments as needed. Standards mastery for every student is tracked through Mastery Connect. As of 2021, all teachers are required to utilize Mastery Connect to track standards mastery for all essential standards in reading and math. The focus on the PLC process confirmed the need for an instructional coach dedicated to Nichols. A half-time coach was hired and began working with our teachers in October of 2018. She has continued to be instrumental in the growth of our teachers in their implementation of collaborative teams that are keenly focused on student learning. Her continued support and feedback through informal guidance as well as formal coaching cycles has been instrumental in continued improvement. The instructional coach completed eight days of Cognitive Coaching training last year to further her expertise in coaching teachers and is currently working through coaching cycles with several teachers. Nichols has a "House" system in which students are members of one of four houses that contains students from Kindergarten through fifth grade

and teachers and staff from throughout the school. The house system is helping us build school families with vertical ties for students, and a different connection to various teachers and support staff. Students earn house points for good attendance and behavior. House activities have been suspended due to the pandemic. Our hope is to begin House activities again in 2022. Nichols Elementary participates in PBIS (Positive Behavioral Intervention & Supports.) Due to the size of our school, we know our students and families. We build positive relationships with our students and have few behavior problems. We have a strong MTSS (Multi-Tiered System of Support) program along with monthly MTSS PLCs, focused on academics and behavior. We are able to track data on individual students through Google Data Sheets. In this way we are able to provide strong differentiated interventions to our identified students. We also collaborate with our gifted teacher to identify and meet the needs of our gifted students. These students are able to participate in our full-day Gifted Camps provided by the district once a week. We celebrate student and staff success each month during our Monthly Celebration. Monthly celebrations have been suspended due to the pandemic. Teachers continually write and are awarded grants for our school. We are a community of learners and leaders. In November of 2020, the principal wrote and was awarded a grant to purchase grade level sets of books and the accompanying professional development to increase their competence in the area of Culturally Responsive Teaching.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Even though we are a small school, we have a variety of programs that are offered to our students. These include: Energy Team, Academic Team, Future Problem Solving, Chess Team, Track Team, Archery Team, Broadcast Team, and STLPL.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------