2024 NES Phase One: Continuous Improvement Diagnostic for Schools_09082023_14:10

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

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2023-2024 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 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• 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 09/08/2023

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2023-2024 Phase One: Executive Summary for Schools

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2023-2024 Phase One: 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 with a current enrollment of 108 students. 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, 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.

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 partnership. The library has a bell tower that is called their "Literacy Bell." Nichols students are able to ring the bell when they achieve a reading milestone such as scoring proficient or distinguished in reading on iReady and/or KAS. The Nichols PTA collaborates with the library to host a car show each fall and we will be adding an additional car show this spring. This year we are combining the fall car show and trunk or treat to encourage maximum participation in the community.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Nichols has very strong community support. Staff, families, volunteers, and community partners join forces to ensure Nichol's students have everything they need to be successful. Parents and staff maintain two-way communication through Class Dojo with school-wide and class-specific announcements, events, and photos. Staff, parents, and community members all have access to the Nichols Website and Facebook page as well. Information is gathered through surveys at the middle and end of the year. Assessment results are analyzed and results are shared. Teachers analyze data from multiple sources in weekly PLC meetings. Students self-assess

and set, and track goals for improvement. Budgets are analyzed at SBDM meetings. All survey, assessment, and budget information is reviewed and analyzed at SBDM meetings. SBDM and PTA meeting dates are shared and all stakeholders are encouraged to attend. SBDM and PTA minutes are posted to Class Dojo, the Nichols website, and the Nichols Facebook page.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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 soc( )r

- Students deserve quality teaching from highly skilled educators in a safe, supportive, caring envir(

- 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.

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 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.

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.

During the next three years, we will continue our PLC work. Additionally, we will begin adding in more authentic learning experiences as we work toward Project Based Learning for all students. BCPS has partnered with the PBL and has received millions of dollars in free Professional Learning. Several schools, including Nichols, have also partnered with OVEC to help us keep moving forward on our journey to PBL for all.

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 STLP.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024 NES Phase One: School Safety Report_09252023_09:01

2023-2024 Phase One: School Safety Report

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Annemarie Landry
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West Point, Kentucky, 40177
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2023-2024 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.

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) and is a copy maintained on file in the school office?

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

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Nichols Elementary

by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> 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

9. During the first 30 instructional days of the <u>current</u> 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) and are the drills maintained in the appropriate drill log for the given school year?

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

10. During the month of January during the <u>prior</u> 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) and is a copy maintained on file in the school office?

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.
    Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024 NES Phase Two: The Needs Assessment for Schools_10172023_10:21

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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 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 of 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 every six weeks in PLC with the Counselor and 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.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

All goals, objectives, strategies, and activities revolved around returning back to in-person instruction connected to refocusing and realigning the PLC process work. There was strong focus on literacy in Grades K-3 due to learning losses during the pandemic that are still being felt. The principal and instructional coach met with other principals and instructional coaches in the county several times to review five components of literacy. There was also a focus on math for K-5 as math has traditionally been a weaker area than ELA. Our PLC process focuses on the Instructional Process, beginning with the standards and pre-assessments, and ending with post-assessments, recovery, enrichment, and intervention.

The PLC work is tracked using an agenda in the PDSA (Plan, Do, Study, Act) format. This allows teachers, interventionists, and tutors to track steps taken to work through the Instructional Process using the 4 standard PLC questions as our guide. Teachers worked together to update and/or create CFAs (Common Formative Assessments) for all of the essential standards. Assessment data for each essential standard was to be entered into Mastery Connect so we could track Standards Mastery Connect. This was not done to fidelity the previous year, so in 22/23 we added an assessment calendar and completed regular checks to ensure that standards mastery is tracked for every student for every essential standard this year.

Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
    see attached

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
    see attached

Priorities/Concerns
    5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.
    see attached

Strengths/Leverages
    6. 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

Evaluate the Teaching and Learning Environment

7 . 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
ATTACHMENTS

Attachment Name

🔗 23/24 Nichols School Key Elements Template

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

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?

* Vertical PLC teams (K/1, 2/3, 4/5) and

*Essential Standards work - each vertical team met several times, before and during the school year, to determine essential standards for each quarter. This year we made a plan to be sure essential standards attached to each quarter are taught and mastery tracked.

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?

*Incorporate authentic learning experiences into more lessons throughout the year

KCWP 3: Design and Deliver Assessment Literacy - What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?

*Incorporate authentic, performance assessments - Schoolwide Literacy Family Night project exhibition around 1 school 1 book.

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 23/24 NES Needs Assessment	23/24 Nichols Needs Assessment	•
🔗 23/24 Nichols School Key Elements Template	23/24 Nichols School Key Elements Template	• 7

22/23 NES CSIP NEEDS ASSESSMENT

CURRENT STATE / Academic Data	iReady Fall 2022 % One Fastbridge Fall 2022% Grade level below / On Grade Level	iReady Fall 2022% in 30th - 85th / 85th / 86th and higher percentile	Predictive Assessment Fall 2022	KSA 2021/2022	K-PREP 2020/2021
Elementary Reading (all students)	53% / 17% = 70%	50.8% / 19.6% = 70%	P/D 24.5%	P/D 41%	P/D 34.5 %
Elementary Math (all students)	63% / 5% = 68%	53.8% / 9.8% = 64%	P/D 27.8%	P/D 30%	P/D 14.5 %
Elementary Writing (all students)				P/D 37%	P/D 14.3 %
Elementary Science (all students)				P/D 8%	P/D 17 %
Elementary Social Studies (all students)				P/D 32%	-
Students w/Disabilities Reading			P/D 5.6%	P/D %*	P/D 1.1 %
Students w/Disabilities Math			P/D 50%	P/D %*	P/D 11.1 %
Students w/Disabilities Writing				P/D %*	P/D %*
Students w/Disabilities Science				P/D %*	P/D %*
Students w/Disabilities Social Studies				P/D %*	P/D %*
Economically Disadvantaged Reading			P/D 17.9%	P/D 34%	P/D 21.9 %
Economically Disadvantaged Math			P/D 21.1%	P/D %*	P/D 12.5 %
Economically Disadvantaged Writing				P/D %	P/D 33.3 %
Economically Disadvantaged Science				P/D %*	P/D %*
Economically Disadvantaged Social Studies				P/D %*	P/D %*
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 %*	P/D %*
Homeless Students Social Studies			P/D %*	P/D %*	P/D %*
Non-Academic Data					
Behavior				91% of our students have no behavior events	99% of our students have no behavior events
Student Attendance				Month 1 93.85%, Month 2 93%	21/22 (avg. of month 1 and 2) 94.78%
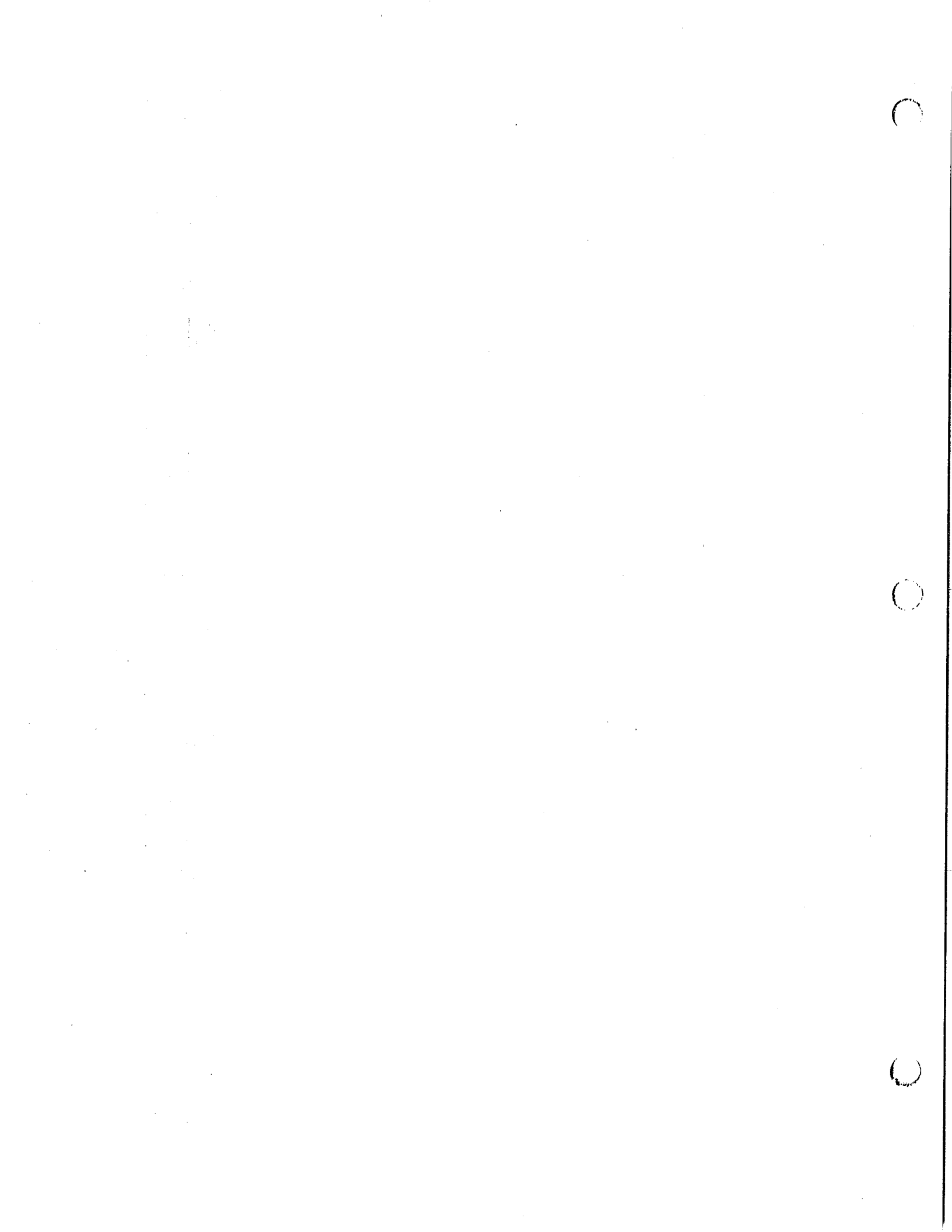
PRIORITIES/CONCERNS
Academic Data

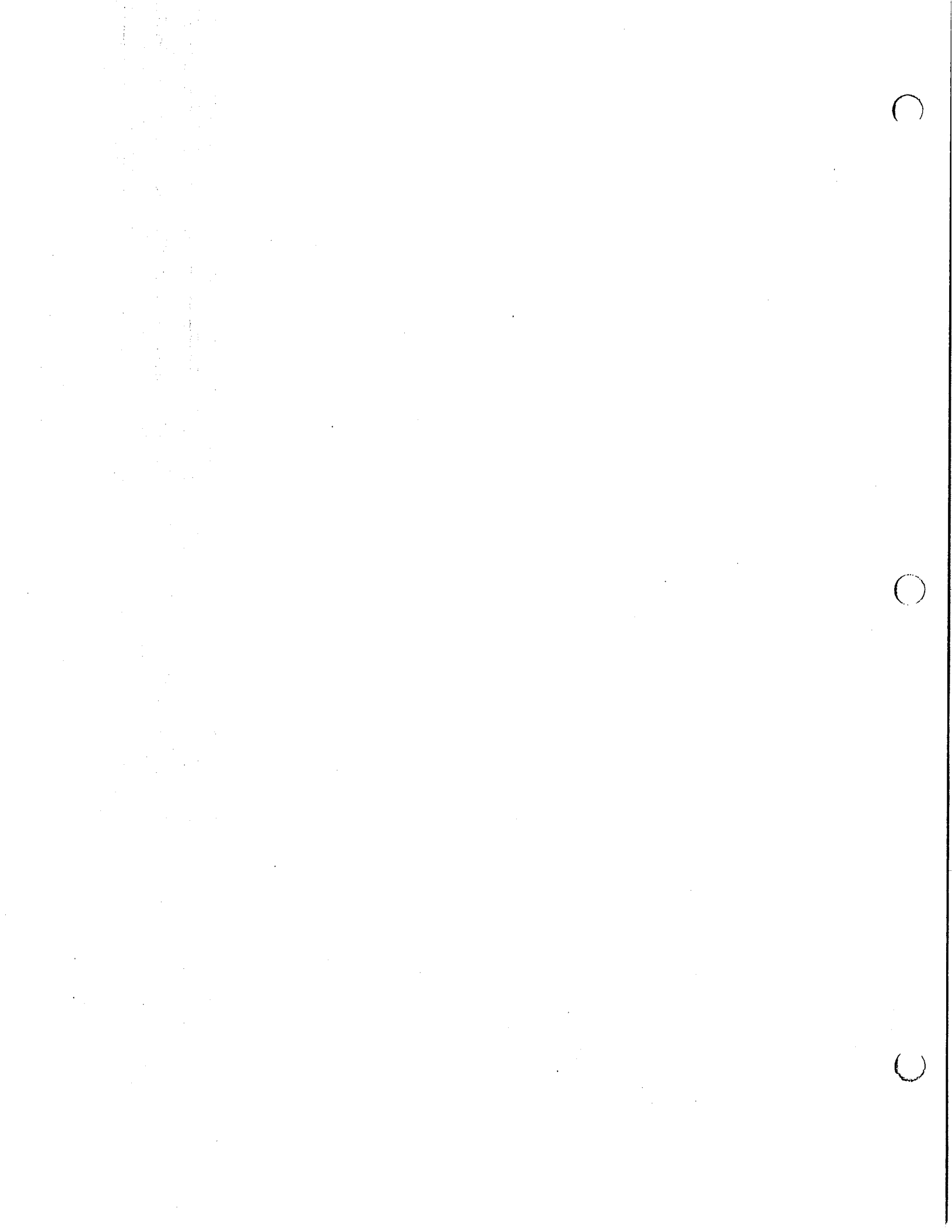| Academic Data	2022/2023	2021/2022	2020/2021
Elementary Reading (all students)	The on grade level percentage is only 17% and one grade level below percentage is 53%. Because it is the beginning of the year we are not overly alarmed by this, but we know we need to be intentional to ensure adequate progress is made by winter.	While Reading did improve on the KSA from 20/21, the proficiency rate is still below 50% at 41%. Additionally, Reading percentages for the Predictive Assessment in Fall 2022 showed only 24.5% P/D for 3rd - 5th (all students) and only 5.6% for SWD.	
Elementary Math (all students)	The on grade level percentage is only 5% and one grade level below percentage is 63%. Because it is the beginning of the year we are not overly alarmed by this, but we know we need to be intentional to ensure adequate progress is made by winter.	While Math did improve on the KSA from 20/21, the proficiency rate is still below 50% at 30%. Additionally, Math percentages for the Predictive Assessment in Fall 2022 showed only 27.8% P/D for 3rd - 5th.	Math dropped to 14.5% P/D. Math essential are being identified and standards mastery is being closely monitored and tracked for ALL students through PLC collaborative teams this year. We are also working with our OVEC consultant for math.
Elementary Writing (all students)		While Writing did improve on the KSA from 20/21, the proficiency rate is still well below 80% at 37%	Writing P/D dropped to 14.3 for ALL students on KPREP last spring. Our Fall ODW scores were low as well with only 12% P/D.
Elementary Science (all students)		Science fell even further from 17% in 20/21 to 8% on the KSA.	
Students w/Disabilities Reading		KSA scores were not reported for students with disabilities since there are fewer than 30 students in that group. However, the Predictive Assessment percentage for Reading for SWD was an unacceptably low 5.6%.	Special Education students scored 33.4% lower than "all" with only 1.1% P/D.
Students w/Disabilities Math		KSA scores were not reported for students with disabilities since there are fewer than 30 students in that group.	Special Education students scored 3.4% lower than "all" with only 11.1 P/D.
Students w/Disabilities Writing		KSA scores were not reported for students with disabilities since there are fewer than 30 students in that group.	Special Education students scored 12% lower than "all" with no students scoring P/D.

TRENDS 2-3 YEARS	2022/2023	2021/2022
Academic Data		
Elementary Reading (all students)	It's difficult to have a clear picture at this point since we don't have KSA scores yet. However, Reading is still a major concern.	Reading performance fell from 67.1% P/D in 18/19 to 41% in 20/21 on KSA. This drop was further emphasized by our Predictive Assessment taken this fall which showed a P/D percentage of only 24.5%
Elementary Math (all students)	It's difficult to have a clear picture at this point since we don't have KSA scores yet. However, Math is still a major concern.	Math performance fell from 47.4% in 18/19 to 30% in 20/21 on KSA and to 27.8% on our Fall Predictive Assessment.
Elementary Writing (all students)		Writing performance is very comparable on KSA with 38.7% P/D in 18/19 to 37% in 21/22.
Elementary Science (all students)		Science performance fell on the KSA from 20% in 18/19 to an all-time low of 8% in 21/22.
Elementary Social Studies (all students)		Social Studies performance on the KSA dropped from 64.5% in 18/19 to 32% in 21/22.
Students w/Disabilities Reading		Reading performance was 42.9% P/D on KSA. With the change to the minimum group size to 30, we did not received SWD data in 21/22. However, our Fall Predictive Assessment had a P/D perentage of only 5.6% for SWD for 3rd through 5th graders.
Students w/Disabilities Math		Math performance was 28.6% P/D on KSA. With the change to the minimum group size to 30, we did not received SWD data in 21/22. However, our Fall Predictive Assessment had a P/D perentage of 50% for SWD for 3rd through 5th graders.
Students w/Disabilities Writing		no data
Students w/Disabilities Science		no data
Students w/Disabilities Social Studies		no data
Economically Disadvantaged Reading		no data
Economically Disadvantaged Math		no data
Economically Disadvantaged Writing		no data
Economically Disadvantaged Science		no data
Economically Disadvantaged Social Studies		no data
Non-Academic Data		
Behavior		There has been a negative trend with behavior data. In 20/21 99% of our students had not had negative behavior events. In 2022 so far we are at 91% of students without negative behavior events.

TRENDS 2-3 YEARS	Academic Data	2022/2023	2021/2022
Student Attendance			Student attendance has also been on a decline going from an average of 95.09% in the first two months of school in 19/20, to 93% for the first two months in 22/23.

STRENGTHS/LEVERAGES
Academic Data

	2022/2023	2021/2022
Elementary Reading (all students)	We have been very intentional and focused on Structured Literacy Instruction. We have seen significant improvements on classroom performance and classroom assessments.	While the 5th grade writing scores did have some novice scores this year, it was only 11% which equates to 2 students.
		Math performance was 28.6% P/D on KSA. With the change to the minimum group size to 30, we did not received SWD data in 21/22. However, our Fall Predictive Assessment had a P/D perentage of 50% for SWD for 3rd through 5th graders.

Key Elements of the Teaching and Learning Environment - School

| Key Elements	Evidence
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?	• PDSA style weekly PLC collaborative team meetings • Eleot observations, lesson plan reviews, co-planning • Vertical PLC teams (K/1, 2/3, 4/5) • Essential Standards work - each vertical team met several times, before and during the school year, to determine essential standards for each quarter. This year we made a plan to be sure essential standards attached to each quarter are taught and mastery tracked. • Better utilization of KDE's comprehensive list of effective high yield strategies • Using FastBridge (reading) and iReady (math) interventions for Tier 2 and 3.
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?	• Common Formative Assessments tracked through Standards tracking software • Pacing guides • Learning Targets • Thinking Focused Learning Strategies • MTSS PLCs • Incorporate authentic learning experiences into more lessons throughout the year • Focus on Structured Literacy that addresses all 5 components of literacy in all K-5 classrooms.

KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	o K-3 specific to UFLI • Common Formative Assessments • Exit Slips • Student-friendly learning targets present but are not pervasive • Incorporate authentic, performance assessments - Schoolwide Literacy Family Night project exhibition around 1 school 1 book. o In addition to CFA mastery we are using project (PBL) type rubric assessments.
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?	• Common Formative Assessments with pre–assessments, post-assessments, and recovery assessments for essential standards • PDSA style weekly PLC collaborative team meetings • Student Self-assessment and goal setting
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?	• 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	• Check-in/Check-out system • Behavior Inventories • Class Dojo as a communication tool

Key Elements of the Teaching and Learning Environment - School

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?	- Thinking Focused Classroom - Nichols Code of Chivalry - PBIS team - Trauma Informed Care/SEL - Larry Bell's 12 Powerful Words and focus on High Expectations for all - Establish a student advisory group with input from every grade level about the learning environment.
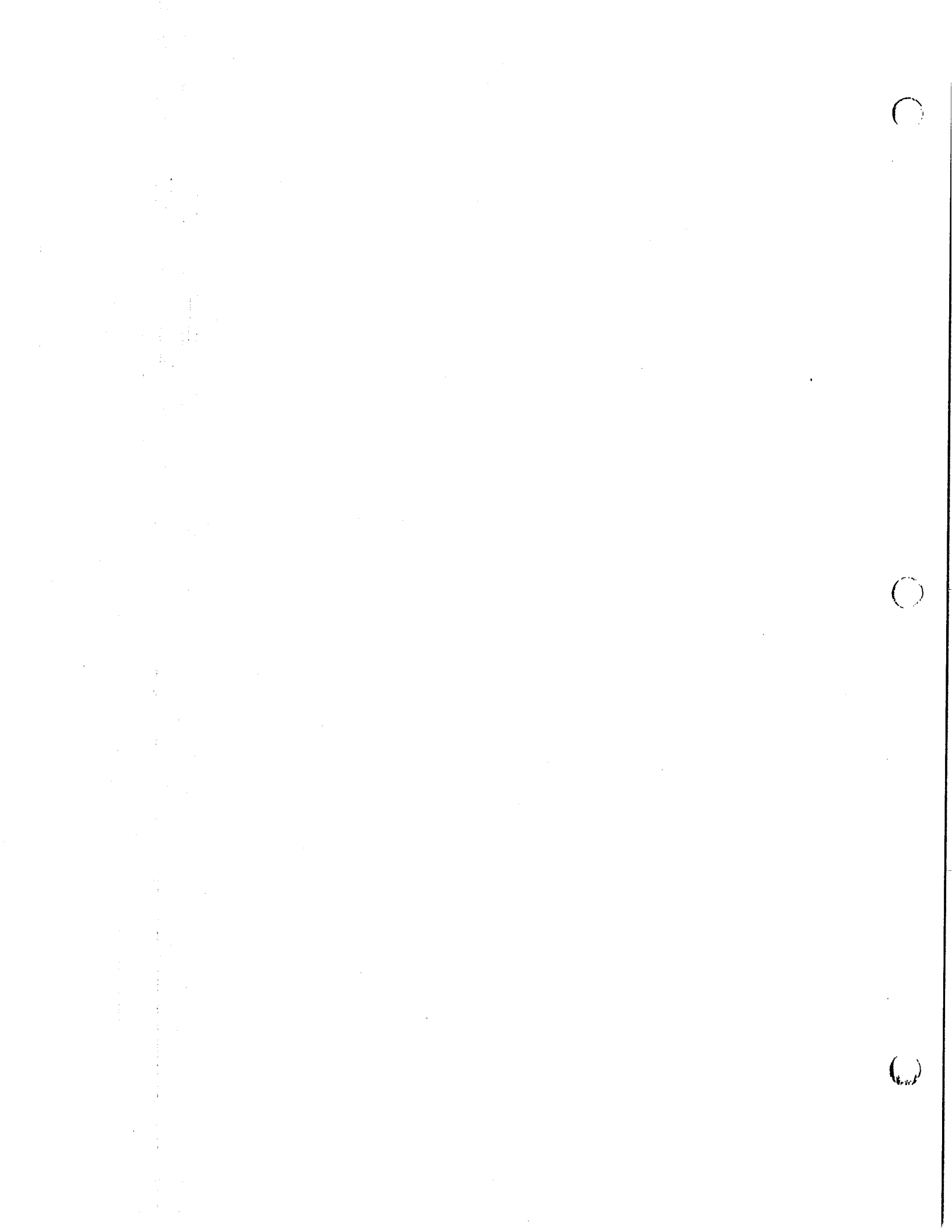
2024 NES Phase Two: School Assurances_10172023_10:15

2023-2024 Phase Two: School Assurances

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

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2023-24 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.

o Yes

o 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.

o Yes

o No

● N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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**
- o No
- o N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, 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**
- o No
- o N/A

COMMENTS

5. 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**
- o No
- o N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). 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**
- o No
- o N/A

COMMENTS

7. 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**
- o No
- o N/A

COMMENTS

8. 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**
- o No
- o N/A

COMMENTS

9. 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**
- o No
- o N/A

COMMENTS

10. 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**
o No
o N/A
COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, 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**
o No
o N/A
COMMENTS

12. 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**
o No
o N/A
COMMENTS

13. 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**

o No
o N/A
COMMENTS

14. 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**
o No
o N/A
COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

● **Yes**
o No
o N/A
COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
o No
o N/A
COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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**
- o No
- o N/A

COMMENTS

22. 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**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

23. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

24. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

25. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

26. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

27. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

28. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

29. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

30. In a school 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.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. 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).

o Yes

o No

● **N/A**

COMMENTS

32. 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.

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024 NES Phase Three: Comprehensive School Improvement Plan_11152023_08:21

2023-2024 Phase Three: Comprehensive School Improvement Plan

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

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2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, Baldridge, 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

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.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.

● **b. Upload your completed template in the attachment area directly below.**
ATTACHMENTS

Attachment Name

🔗 2024 Nichols Elementary Comprehensive School Improvement Plan

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.

After analyzing last year's CSIP, we have determined that we will continue our PLC focus on essential standards, but shift to assigning each of the essential standards to a particular quarter. We will continue our PDSA cycles for PLCs, CSIP, and professional growth. We will continue to use PBIS and trauma informed strategies add a student advisory group to have a stronger student voice to help guide our work. We will continue to track student academic progress with regular assessment cycles, however, we have shifted to iReady and Fastbridge data.

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2024 Nichols Elementary Comprehensive School Improvement Plan	2024 Nichols Elementary Comprehensive School Improvement Plan	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, 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. 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. 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.**

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

BULLITT COUNTY PUBLIC SCHOOLS INSTRUCTIONAL VISION

Our mission is to ensure that our students succeed in life.

AUTHENTIC LEARNING EXPERIENCES

Academic Standards + Graduate Profile Competencies= **Authentic Learning Experiences**

Experiences are a balance of traditional, transitional, AND transformational.

STUDENT VOICE AND AGENCY

Empowering students to have a voice in their learning and school community, involving them in decision-making processes, and co-creating opportunities for student-led initiatives and improvements.

COMMUNITY PARTNERSHIPS

Cultivating partnerships with local businesses, organizations, and community members to provide students with connections and opportunities to bridge school to life.

DEMONSTRATIONS OF LEARNING

Students showcase their learning and personal growth through student-led conferences, exhibitions, and defenses of learning.

AUTHENTIC ASSESSMENTS

Students explore and utilize innovative formative and summative assessment methods which may include project-based assessments, competency-based assessments, student-curated work, or performance-based assessments that reflect authentic applications of knowledge and skills.

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	34.0	Red	-10.2	Red
State Assessment Results in science, social studies and writing	43.5	Orange	-5.0	Orange
English Learner Progress	supressed			
Quality of School Climate and Safety	62.7	Red	-6.8	Red
Priorities/Concerns from Needs Assessment for Schools List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. *(this would be identified from novice/apprentice, etc.)*	**Processes, Practices, or Conditions to be Addressed from Key Elements Template** *(this comes from Phase II School Key Elements Table)* List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.			
1. Reading K-5 2. Math K-5	**Nichols Key Elements Table**			

2024 Nichols Comprehensive School Improvement Plan (CSIP) - Google Docs

Updated June 2023

Subject	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 (drop down menu, maximum of 3 KCWPs)	Plan/Do	Study & Act	Funding
School Report Card-> Academic Performance-> Assessment Results -> Progress Toward State Goals				*3 KCWPs*	*(for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices Table below)*	*(Select a data source, write notations and next steps. Document date of review)*	*(Select fund and then enter amount)*

Reading	32.0	71.6	74.6	
Math	25.0	54.6	59.4	
Achievement Gap (Reading)	26.0	71.2	74.3	
Econo...				

2. Design and Deliver Instr...

3. Design and Deliver Asse...

6. Establish Learning Envir...

- KCWP 3 One School One Book includes authentic performance assessments tied to Graduate Profile with project rubrics
- KCWP 2 UFLI/Structured Literacy focus on K-5 with a focus on phonics, phonemic awareness, vocabulary, morphology
- KCWP 2 K-5, Tier 2 and Tier 3 iReady intervention lessons Math to assess, review and revises to support students attainment of the knowledge, comma skills, and dispositions outlined in the KAS to make sure our instruction is highly effective and evidence based.
- K-3, Tier 2 and Tier 3 Fastbridge intervention lessons for Reading to assess, review and revises to support students attainment of the knowledge, comma skills, and dispositions outlined in the KAS to make sure our instruction is highly effective and evidence based.

FastBridge -
Noticings: Students are making progress but it is at a slower rate than the national norm so the National Percentile for many of them dropped in winter.
Action: More targeted interventions
Date: December 2023

iReady -
Noticings: The majority of students made noticeable gains this winter in reading and math.
Action: Continue to track student iReady work for 45 minutes each week for Reading and for Math and assign lessons according to student needs as appropriate. Continue Tier 2 and Tier 3 Math Interventions.
Date: December 2023

Title 1 (Federal) -
$25,491.96 staffing
$7,998.04 software/technology
ESS Funds (State) -
$2,663.22 staffing
SBDM Funds (State) -
$7,245.00 instruction

Science	22.0	30.9	38.2	**ODW Data (Live Scoring, etc.):** Noticings: Our vertical alignment with the 4-square graphic organizers is creating structure and development for our students. They are focusing on addressing the prompt and forming an opinion. Action: Using the data each teacher creates next steps for their class and implements them for each round of On-Demand Assessments. Date: December 2023	• KCWP 2 Teachers are working with instructional coach and grad profile coach to create PBL Projects/Authentic Learning Experiences that are highly effective, evidence-based, and provided to all students in the classroom for social studies, science, and writing.
Social Studies	25.0	69.3	72.5		• KCWP 3 One school One Book includes authentic performance assessments that include Science, Social Studies and Writing standards tied to Graduate Profile with project rubrics
Writing	25.0	47.1	52.6	**Student Work Samples:** Noticings: Students create short constructed responses to analyze and synthesize science and social studies information. Action: They are moving towards more projects using grad profile and PBL pedagogy for authentic learning experiences in science and social studies in conjunction with writing in the content areas. Date: December 2023	
English Learner Progress	suppressed			ELS: Noticings: Action: Date: \n\n ELS: Noticings: Action: Date:	• Monitor EL progress at school level • Work with EL district teacher

Quality of School Climate and Safety	62.3	65	70 (green)	• KCWP 6 – We create a fair and caring learning community with our Nichols Code of Chivalry and consistent expectations throughout the school using PBIS. • KCWP 6 – We have a more unified SEL focus this year with specific lessons that are incorporated into the classrooms and reinforced at monthly celebrations with student recognition. • KCWP 6 – A student advisory group will begin meeting in January with the principal and counselor. These meetings will be held each month. • KCWP 6 – Staff has completed training for Trauma Informed classrooms over the last 3 years. We also have accessed the district behavior coach for additional support as needed.	**Student Voice (Surveys, etc) ▾** Noticings: Students reported that all students are not treated equally when they don't follow expectations. Several also noted that they do not feel safe in the classroom. Action: Establish a student advisory group Date: December 2023 **Attendance Data ▾** Noticings: There are a number of students whose attendance is impacted by behaviors in the classroom. Action: The attendance PLC that meets monthly, will discuss students who may need extra support. The counselor will meet one-on-one or in small groups with those students. Date: At monthly Attendance PLC meetings
				NA	
Graduation Rate	NA	NA			ELS ▾ Noticings: Action: Date:
Post Secondary	NA	NA			ELS ▾ Noticings: Action: Date:

2024 Nichols Comprehensive School Improvement Plan (CSIP) - Google Docs

Updated June 2023

Title 1 Schoolwide evidence (documentation of Title 1 events, surveys, etc. with dates, etc.)

- Title 1 Evaluation Survey in Spring/Summer 2024
- Title 1 Retreat in April 2024
- Title 1 Reading night in Winter 2024
- Title 1 Open House in August 2024
- Weekly MTSS meetings
- Weekly PLC collaborative team meetings
- Regularly scheduled update letters to parents for MTSS students
- Title 1 pays for additional staffing
- Title 1 pays for needed technology related supplies