

February 13, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Nickels Intermediate School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mr. Tom Trout (Principal) for assistance.

The AER is available for you to review electronically by visiting [Mi School Data: Nickels Intermediate School](#) or you may review a copy in the main office at your child's school.

For the 2023-2024 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was given no label.

Students at Nickels Intermediate School not only learn academic skills to reach their fullest potential, but are also instilled with the importance of being respectful, responsible, and safe citizens. Our community is very involved and supportive, which includes a lot of parent support and help within the school walls. Our students feel this is a safe place to be and to learn. We have made our W.I.N. (What I Need) program a focus and have implemented additional services such as tier II and tier III interventions along with our student support team process (MTSS) to develop a plan for each student who is struggling academically or behaviorally. Our school has been fortunate to be able to add additional social-emotional support in counseling and social work to support students who are struggling.

Nickels Intermediate School continues to hold academics in high regard. All students at Nickels Intermediate School are expected to show growth in all subject areas. Collectively, Nickels Intermediate School continues to implement highly effective instructional methods in order to increase proficiency levels. The Professional Learning Community process (PLCs) is Nickels Intermediate School's approach to addressing the challenge of improving proficiency for all students. Focusing on and answering the four questions that drive PLCs are pivotal to our success. The four questions that we use to drive our decisions are below.

- What do we expect our students to learn?

- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

By setting attainable goals and expectations, using common assessments aligned to our state standards, having a sound Response to Intervention (RtI) program and Multi-Tiered Systems of Support (MTSS) in place, and Progress Monitoring, Nickels Intermediate School continues to rise to the top of the county and state in academics. Key challenges are identified and addressed through this process.

State law requires that we also report the following additional information:

Process for Assigning Pupils to the School:

Nickels Intermediate School students are Byron Center students in grades 5-6. Students are assigned to the school for meeting the grade level and age requirements to attend either one of these grade levels.

School Improvement Plan:

Our School Improvement team meets regularly to discuss all components and facets of our building school improvement plan. Surveys to all stakeholders are sent out to gather both qualitative and quantitative data to ensure all voices are heard in order to build a plan for success. Nickels Intermediate School's current school improvement plan is up-to-date and constantly being reviewed in order to ensure student and building success. Nickels Intermediate has established school improvement goals in each core academic area as well as a social-emotional goal tied to student wellness.

Nickels Intermediate School uses MAP (Measures of Academic Progress) to track progress on reading and math goals throughout the school year. Aggregate results on MAP assessments are shown below for students meeting conditional growth or achievement measures:

- a. 2022-2023 – MAP Math (89%) , MAP Reading (93%)
- b. 2023-2024 – MAP Math (94%) , MAP Reading (90%)

Curriculum and Alignment:

Nickels Intermediate School has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: [Michigan Academic Standards](#). Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored constantly by building and district administration, as well as academic support personnel. For more information about the curriculum, please visit the Byron Center Public Schools [website](#).

Each grade level or content area team meets regularly to study curriculum challenges and to ensure that all students have common, equitable curricular experiences. A gap analysis is

conducted annually with the M-STEP and MAP testing information, and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common report card help us work toward our goal of equity. In addition, principals and other leaders in the school have common instructional expectations that are used to guide teacher evaluation. Professional development and constant communication between general education and special education staff also facilitate this process. We are committed to all of our students having multiple opportunities to learn and be successful in the core curriculum.

Student Achievement

Student results are displayed below. Utilizing this data and making decisions based off of the data allow for Nickels Intermediate School students to thrive. Below are achievement tables/charts for all fifth and sixth grade students in the subject areas of math and reading.

MSTEP Proficiency Data - 2022-2023 and 2023-2024

- a. 2022-2023 - MSTEP Math (61%), MSTEP Reading (66%)
- b. 2023-2024 - MSTEP Math (67%), MSTEP Reading (72%)

Parent-Teacher Conference Attendance

Nickels Intermediate School typically holds Parent/Teacher Conferences in person for parents and guardians in mid-October and late February.

- a. 2022-2023 - 97% (652/672)
- b. 2023-2024 - 96% (672/700)

To access a PDF download of the building AER Combined Report, please click [here](#).

Closing

Byron Center Public Schools Mission Statement states “Helping Students Build Success Stories.” At Nickels Intermediate School , we understand that this is an integral part of an adolescent’s life and that we can play an important role in this preparation and pursuit of success. By continuing to provide a balanced academic and social/emotional curriculum, making learning relevant and rigorous, and using research-based instructional strategies in the classroom, Nickels Intermediate School will look to continue to prepare each and every student for success in all of their endeavors.

Sincerely,

Tom Trout
Nickels Intermediate School Principal