

**SCOTT COUNTY PUBLIC SCHOOLS**  
**Every Student Succeeds Act of 2015**  
**Nickelsville Elementary School Title I Schoolwide Plan**  
**2020-2021**

**Division Name:** Scott County Public Schools

**School Name:** Nickelsville Elementary School

**Date:** September 10, 2021

**Select One:**   ☒ **Initial Plan**                      ☐ **Revision**

Title I schools implementing schoolwide programs are required to develop schoolwide plans in accordance with Section 1114(b) of the *Every Student Succeeds Act of 2015* (ESSA). Guidelines for plan development include the following:

- The plan should be developed with the involvement of:
  - Parents;
  - Other members of the community to be served;
  - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
  - The local education agency;
  - To the extent feasible, tribes and tribal organizations present in the community; and
  - If appropriate
    - Specialized instructional support personnel;
    - Technical assistance providers;
    - School staff; and
  - If the plan relates to a secondary school, students and other individuals determined by the school;
- The plan should be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and
- If appropriate and applicable, the plan should be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The ESEA requires four components to be included in the schoolwide plan. The template below provides a framework that may be used to develop and/or update a schoolwide plan. For each component, the narrative section in the template should be completed in sufficient detail to document

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how the component has been thoroughly and thoughtfully addressed. Schoolwide plans should be reviewed annually and revised as necessary to promote continuous improvement and to reflect the school's initiatives to upgrade the entire educational program of the school.

To maintain focus, eliminate duplication of effort, and promote comprehensiveness, schools should operate under a single plan if at all possible. A school that already has a plan for school improvement might consider amending it, rather than starting over, provided that the existing plan was based on a comprehensive needs assessment and can be revised to include the four required schoolwide components. This template can be used by schools with existing Indistar® plans to reference indicators and tasks in the Indistar® plan that related to the schoolwide components.

**Directions: Complete each of the four components by following these steps:**

- Access the Title I Schoolwide Plan template on the [Title I web site](#).
- Provide a narrative response that describes how the school has addressed the requirements for each component; and
- Submit the plan as directed by your LEA Title I Coordinator.

**Resources:**

Schoolwide program resources, including USED guidance on *Designing Schoolwide Programs, Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program*, and *Title I Fiscal Issues*, can be accessed at the [Title I website](#) under Guidelines and Procedures/Federal Guidance.

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**Stakeholders:**

List the name and title of each stakeholder who participated in developing this plan.

<b>Name of Stakeholder</b>	<b>Title</b>
Tracy Stallard	Principal
Autumn McConnell	Assistant Principal
Kristen Gillenwater	Guidance Counselor
Laura Hammonds	Teacher, 3rd Grade
David Gwinn	Teacher, 6th Grade
Kim White	Teacher, PreK
Jared Finch	Physical Education, Parent
Jennifer Wallace	Parent
April Culbertson	Parent
Alan Hammonds	Scott County Sheriff's Department

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**Component 1 §1114(b)(6):**

A comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the local educational agency.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

**Narrative:**

Nickelsville Elementary School is a PreK-7th grade school. We also house a headstart building on our campus. The current enrollment is 250 students, 143 boys and 107 girls. Our free and reduced lunch rate is 61.63% and we are a school wide Title I school. Our staff consists of Principal, Secretary/Bookkeeper, Nurse, 15 classroom teachers, 2 full time aides, 1 Physical Education teacher, 2 Special Education teachers, 1 part time assistant principal/Title 1 teacher, 1 full time Librarian, 1 part time Reading Specialist, Title I teacher, Music, Art, Speech Therapist, Occupational Therapist, and Math Specialist with neighboring schools. We currently have 22 students in our Special Education program, not counting Speech and Occupational therapy. Our Gifted program consists of 2 students. SOL PERFORMANCE in 2020-2021 showed that NES had an 71.54% pass rate in Reading and an 61.79% pass rate in Math.

**Reading Focus:** We will continue to use differentiation of instruction in Reading to reach the needs of all our learners. We have used data from SOL testing to develop a remediation plan. We have a part time Reading Specialist on staff to work with students daily and 2 full time Title I aides. We will focus on our Special Education subgroup in Reading. Our pass percentage rate for 20/21 was 66.67%. We will also continue to focus efforts on the General Student population. Scores show that our overall pass rate was 71.54%.

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**Math Focus:** We will continue to use a variety of instructional strategies to meet the needs of all our learners. We will use the Math Specialist weekly to focus on specific weaknesses of our students. We will use data from SGA and Benchmarks to develop individualized remediation plans for our students. We will heavily focus on our Special Education group that scored 16.67%, and we will focus more remediation time and intervention strategies with that group. We will also continue to focus remediation and Title I efforts to the General Education population. 20/21 scores show our overall school pass rate was 61.79% in Math.

**Budget Implications:**

n/a

**Benchmark/Evaluation:**

We used the 2020/2021 SOL scores, benchmark and SGA testing to determine the strengths and weaknesses of our students in Reading and Math.

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**Component 2 §1114(b)(7)(A)(i):**

Provide a description of schoolwide reform strategies that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Scientifically-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

**Narrative:** Students in the Special Education Subgroup showed a weakness in Reading and Math based upon 2020-2021 SOL testing. The pass rate for that subgroup was 66.67%. The pass rate for Special Education in Math was 16.67% We will focus remediation efforts and resources on this subgroup.

- 1) Students identified in the Special Education subgroup will be recommended to stay afterschool for our 21<sup>st</sup> Century to receive individual remediation.
- 2) Students identified in General Education will be recommended for morning and afterschool 21<sup>st</sup> Century program
- 3) Students will use software programs such as Study Island, IXL, and Performance Matters, to improve specific reading skills.
- 4) Data from Performance Matters and IXL will be used to build individualized remediation plans
- 5) Special Education teacher and classroom teachers will collaborate on a weekly basis.
- 6) Students identified in subgroup of Special Education and General Education. will receive extra block of remediation by Title I teachers and Reading Specialist.

**Budget Implications:**

Click or tap here to enter text.

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**Benchmark/Evaluation:**

By June 2022, the pass rate for the subgroup of Special Education students, in Reading, will be 70% or higher based upon VA SOL testing. The pass rate for the subgroup of Special Education students, in Math, will be 40% or higher based upon VA SOL testing. The Overall pass rate for NES will be 75% or higher on the 2022 Spring SOL Reading test. The overall pass rate for NES will be 70% or higher on the 2022 Spring MATH SOL test.

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**Component 3 §1114(b)(7)(ii):**

Provide a description of schoolwide reform strategies that use methods and instructional strategies that strengthen the academic program in the school; increase the amount and quality of learning time; and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Scientifically-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

**Narrative:**

Nickelsville Elementary School incorporates the use of research based direct instruction interventions for students entering Kindergarten and uses the data gathered to adjust that instruction to accelerate and provide remediation students as needed. All students requiring interventions in reading for grades 1-3 are identified. Once identified, the students receive their intervention and are taught content related standards from appropriate remediation specialist. Teachers collaborate on a daily basis analyze student performance data, to monitor the interventions and the success on content related assessments to guide instructional planning. Administration meets weekly with the Title I, reading and math specialists to monitor at-risk students that are receiving interventions. • The Math specialist meets with each grade level monthly to analyze student performance data to monitor the interventions and the success on content related assessments to guide instructional planning and make adjustments to interventions as needed. Administration meets weekly with the math specialists to monitor at-risk students receiving intervention. • The master schedule will be developed each year to maximize learning time. Transition times will be kept to a minimum as will movement out of the classroom when possible. Common planning time for grade levels will be part of the schedule this will allow for not only common planning but regular reading and math meetings. All support paras are assigned to work in classrooms throughout the instructional day and are supervised by the classroom teacher and the reading and math specialists.

**Budget Implications:**

**Benchmark/Evaluation:**

We will use PALS data, IXL, benchmark testing, Performance Matters data, Superkids assessments, and SOL data



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**Component 4 §1114(b)(7)(iii):**

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Scientifically-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

**Narrative:**

**Counseling/Mental Health:**

NES staff includes a highly qualified guidance counselor that provides classroom guidance lessons. These lessons include conflict resolution skills and relationship building tips. The guidance counselor is also available for one on one counseling for students and makes all necessary referrals to outside agencies.

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**Major Clarity**

Major Clarity is a career planning portfolio program available to all 6th grade and 7<sup>th</sup> Grade students. To prepare for Major Clarity, students in the elementary grades are introduced to the sixteen career clusters and begin a portfolio that helps them identify their interests in future careers and to assist them with career readiness. This portfolio will follow students to middle and high school. This is led by guidance counselor and principal.

**Family Preservation Services:**

NES also includes the above named outside agency to provide in class behavioral support for students who met this program's criteria.

**Middle School Tours:**

NES 7<sup>th</sup> grade students are given the opportunity to tour the high school they will be attending after graduation. This allows NES students to familiarize themselves with the new campus and faculty at the high school.

**Preschool Program:**

Nickelsville Elementary has a full day preschool program. Preschool students are offered transportation on school buses and are taught by high qualified teachers and para professionals.

**After School Program:**

NES has an after-school program that operates for 2 hours at the end of each school day. NES also offers morning tutoring through this same program as well. This program is offered to all students and taught by highly qualified teachers. Homework, remediation and enrichment programs are offered during this time.

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**Professional Development:**

Professional development is ongoing throughout the school year to faculty and staff. These trainings are sometimes provided by on sight faculty or other professionals from the community. A survey of needs is circulated to staff to determine what trainings will be provided throughout the year

**Budget Implications:**

Click or tap here to enter text.

**Benchmark/Evaluation:**

Classroom observations, SOL data, PALS testing data, Performance Matters reports, benchmark/SGA results, and Superkids assessments.