

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Crystal Metzger
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Nuckols Farm Elementary School
(As it should appear in the official records)

School Mailing Address 12351 Graham Meadows Drive
(If address is P.O. Box, also include street address.)

City Henrico State VA Zip Code+4 (9 digits total) 23233-6619

County Virginia

Telephone (804) 364-0840 Fax _____

Web site/URL https://nuckolsfarm.henricoschools.us E-mail cmmetzger@henrico.k12.va.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Amy Cashwell E-mail aecashwell@henrico.k12.va.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Henrico County School District Tel. (804) 652-3600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Marcie Shea
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 46 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 67 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	44	40	84
1	42	40	82
2	42	45	87
3	51	43	94
4	54	60	114
5	47	51	98
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	280	279	559

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 13.2 % Asian
 - 3.4 % Black or African American
 - 3.9 % Hispanic or Latino
 - 5.5 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2020	559
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Mandarin, Cambodian, Marathi, Turkish, Tamil, Portuguese, Nepali, Punjabi, and Spanish

English Language Learners (ELL) in the school: 3 %
17 Total number ELL

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 62

8. Students receiving special education services with an IEP or 504: 17 %
93 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>16</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>15</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>35</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2012

15. In a couple of sentences, provide the school’s mission or vision statement.

Nuckols Farm Elementary is a joyful community of learners dedicated to exemplary academic achievement, care for one another, service to others, and recognition of each person's unique gifts and contributions. Staff, students, parents, and the community work together to nurture skilled, caring, and passionate leaders for tomorrow.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The Henrico County School Board is committed to nondiscrimination with regard to sex, sexual orientation, gender, gender identity, race, color, national origin, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, disability, military status, genetic information, or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

Specific complaints of alleged discrimination or harassment against students or personnel based on sex, sexual orientation, gender, gender identity, race, color, national origin, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, disability, military status, genetic information, including matters under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, Title IX, Title VI, Title VII, or any other characteristic protected by law should be filed with the person holding the following position:

Division Title IX Officer

Compliance Officer

Henrico County Public Schools

3820 Nine Mile Road

Henrico, VA 23223

Phone: (804)652-3832

Fax: (804) 652-3933

complianceoffice@henrico.k12.va.us

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Nuckols Farm Elementary School (NFES) is a student strong, exceptionally recognized elementary school located in Short Pump, Virginia, in the far west end of Henrico County. NFES was recognized in 2019 as a recipient of the Board of Education’s Highest Achievement Award. NFES staff, in partnership with our supportive parents, and alongside our hard-working, motivated students, are the people who make the school great. Together, NFES is one “Fox Family” (the fox animal is the school mascot) working to support students' social-emotional well-being as well as their growth and success, individually and academically. NFES is a school with a long-standing record of outstanding academic achievement, but the school’s students, staff, and families are also dedicated to the work of helping others through community service projects. The mission statement of NFES encompasses our community’s beliefs. The mission statement reads, “Nuckols Farm Elementary is a joyful community of learners dedicated to exemplary academic achievement, care for one another, service to others, and recognition of each person’s unique gifts and contributions. Staff, students, parents, and the community work together to nurture skilled, caring, and passionate leaders for tomorrow.” It is this statement that drives the work at hand each day at “The Farm”.

At NFES, staff and leaders encourage and challenge our students each day to help them reach their highest potential academically, emotionally, physically, socially, and culturally. NFES works to set high expectations for all students in each area. Through the support of our Innovative Learning Coach (ILC), who collaborates with administration and staff and works directly with students, creativity and innovation are evident throughout NFES. Students can be observed engaging with instruction through one-to-one devices, utilizing Google, Schoology, Code and Go Mice, Osmos, and a 3-D printer, or even accessing Minecraft to build worlds that align with curriculum standards. NFES also provides focused and tiered intervention to students needing additional support. The school utilizes an incredibly strong school counseling team, who works to build relationships with students and their families, who are present weekly in classrooms to provide whole group counseling lessons, and who connect with students daily through small group and individual sessions to support their social and emotional well-being. Instructionally, classroom lessons are differentiated through the use of small groups, instructional resources, and supplemental materials. Students identified as needing additional support are identified through the eligibility process and receive their individualized instruction through accommodations and exceptional education services. NFES is a site-based school for gifted learners, and we also house a Social Integrated Services (SIS) zone center predominately for students with autism. Our gifted endorsed staff, and exceptional education teachers and instructional assistants provide an outstanding program for our students with exceptional needs. The school also continues to see an increase in the number of students who are learning English as a second language. However, as per the school’s mission statement, NFES recognizes “each person’s unique gifts and contributions” and this is accomplished by fostering a supportive community of acceptance and inclusion for all. The pandemic has affirmed this core belief and inspired NFES to continue to become stronger as a school community - one Fox Family working together to support all students.

Student and community engagement and community service are hallmark characteristics of NFES. Over the past two years, even with the challenges presented by COVID, the school has continued to provide and promote students’ opportunities after school and to connect with the community through service projects. Each year, NFES boasts a strong participation in the arts through the PTA Reflections Contest. NFES’s bright and talented students have represented the school at the county, district, regional, and state level. Student representation at the division and regional level also spans beyond Reflections, as this year’s spelling bee winner for Henrico County Public Schools was a NFES 5th grader.

This year, with the support of its PTA, NFES engaged in the One School, One Book initiative, while also providing students the opportunity to connect virtually with the author. The books were then donated to its sister school, Johnson Elementary School, so they, too, could share the love for reading with their community. NFES staff has worked to share their passion for academics, the arts, and physical activity outside of the classroom with students by creating after school opportunities for students which include: Math 24, Drama Club, Creative Writing Club, and the Run Club. The school also continues to foster character development and recognize students through quarterly Fox Fests designed to highlight students

and connect with our community. This school year, NFES community service projects have been structured around school supply drives and a food drive. Through partnerships, the school has been able to provide hundreds of school supplies for two different schools and fully restock one school's food pantry.

NFES was recognized as a distinguished National Blue Ribbon School in 2012. The banner of recognition proudly hangs inside the building for students and visitors to see upon their entrance. This recognition, while awarded ten years ago this year, sets the school apart by continuing to drive us to strive for greatness for our students each day. This distinction ten years ago recognized the greatness within the walls of NFES, and this year's nomination for the National Blue Ribbon award is what continues to drive the vision and impact that a school can have on its community when everyone works together to ensure all students reach their fullest potential.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

NFES believes in an approach to teaching and learning that challenges students to think critically and take an active role in their learning. The staff utilizes the Virginia Standards of Learning as well as the Henrico County-created pacing guides. These serve as a basis for developing units of study that foster not only content area learning, but the development of 21st Century Learning Skills, including research, communication, critical thinking, problem solving, and creativity, with daily opportunities for students to extend learning beyond the core curriculum and to make strong connections between subject areas.

Instead of “covering” the curriculum, NFES teachers support students in “uncovering” the curriculum, with rigor and relevance. The school’s teachers develop lessons and deliver instruction that prompt students to make connections to their lives outside the classroom and within their community; this priority aligns with the belief that learning should be challenging, meaningful, and experiential. In order to provide clarity in student learning, teachers display age-appropriate and standards-aligned “I Can” Statements in all content areas. NFES educators seek to provide clarity around these statements:: What are we learning? Why are we learning this? How will I know when I have learned it?

Learning opportunities are differentiated through small groups, a wide array of instructional materials, resources, and manipulatives, as well as through strategies, accommodations, and exceptional education services. NFES teachers continually assess students’ growth and understanding both informally and formally through observations, exit tickets, problem/project-based learning, digital resources, and formalized assessments. Additional support and services are provided to identified students through the tiered intervention process.

At NFES, students are encouraged and expected to take ownership of their learning and interactions with others, to set goals, and assess their individual progress. The overall approach aims to make student learning visible and to support students throughout their instructional journey in collaboration with all stakeholders.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Literacy is the foundation of all education, and NFES strives to create a culture of literacy in our building. All students are taught using strategies and approaches that inspire reading and writing and foster a joy of literacy. Literacy instruction is embedded across all content areas throughout the day with a 140 minute block of time dedicated to explicit language arts instruction. For one hour of the reading block, students are engaged in whole group instruction focused on grade level skills. The second hour of the reading block is devoted to small group, differentiated reading instruction. In addition to whole group and small group instruction, our schedule also includes a dedicated block of time for writing instruction. Writing is also embedded across all content areas.

The whole group portion of instruction focuses on comprehension as well as explicit phonics and word study instruction. During comprehension lessons, NFES teachers use anchor charts and authentic text, including: novels, articles, poems, infographics, digital media, and picture books, to model skills and strategies. Teachers provide students with an opportunity to practice and apply strategies by co-creating anchor charts and through the use of graphic organizers and written responses. Varied grouping formats are used in lessons to allow students to engage in discourse with their peers about what they are learning. Word knowledge is developed daily as a part of the whole group instruction block. In grades K and 1, the Heggerty Phonemic and Phonological Awareness curriculum is used to build a foundation for early literacy and reading. This instruction is designed to bolster phonics (K-2) and vocabulary knowledge (4-5). During this block, teachers rely on observations, anecdotal notes, county created assessments, exit tickets, and

questioning to check for understanding, drive instruction, and remediate as needed.

Individual student reading needs are met through flexible, small group, differentiated reading. This crucial component of the reading block reinforces skills and strategies covered during whole group instruction. To determine a student's instructional level we use the Fountas and Pinnell Benchmark Assessment System (F&P BAS) and/or the Informal Decoding Inventory (IDI). Teachers use data from these assessments to form groups at the start of the school year and to make instructional adjustments mid-year. Reading assessments are used to inform instructional decisions, group students, and to monitor student growth. Running records are used as an informal monitoring tool throughout the year. A spelling inventory is also analyzed to determine instructional needs and opportunities for enrichment.

The small group time consists of teacher-led small groups as well as literacy extensions. During a teacher-led small group, students participate in individualized phonics and word study instruction as well as guided reading and guided writing. For the guided reading portion, text is selected to match students' needs. This includes decodable text, which focuses on developing phonics, high frequency -word recognition, automaticity in decoding, as well as leveled text and novel studies, which help boost students' word analysis skills, vocabulary, comprehension, and writing. In addition to the teacher-led small group, students participate in meaningful literacy extensions, such as writing, reading response, read to self, and work in digital resources. During read to self time, students select reading material based upon interest. Students at NFES also have time to respond to their reading through writing. Digital resources, such as Smarty Ants, Lexia Core5, and Achieve 3000, remediate and enrich student learning.

Another integral part of our literacy block is writing instruction. During this time, NFES teachers provide a model for writing across multiple genres using mentor texts that help teach writing conventions. Instruction includes short mini-lessons to teach author's craft and conventions and opportunities to write across the content areas for authentic purposes.

1c. Mathematics curriculum content, instruction, and assessment:

Educators at NFES strive to be innovative leaders of academic excellence where students are given extensive opportunities to develop strong mathematical mindsets. Students are challenged to develop mathematical thinking through the use of problem solving, representations, communication, connections, and reasoning as they gain knowledge of mathematics. NFES teachers foster this goal by actively engaging our students in diverse learning experiences that empower them to become contributing citizens of Henrico County.

Teachers at NFES foster opportunities for all students to succeed through student-centered learning, meaningful discourse, and collaboration. Working as a community of learners, students develop skills that allow them to communicate and reason mathematically, make connections between mathematics and other disciplines, and become mathematical problem solvers.

High yield routines that vary between number talks and number sense challenges kick off all our math blocks where mathematical discourse is encouraged. NFES educators incorporate math anchor charts in classrooms as a reference source that brings clarity of mathematical concepts to students by supporting them with math vocabulary and representations. Tangible and digital math manipulatives are available for all students to use as they transition from concrete to abstract ways of viewing mathematical concepts. Through the use of the math workshop model, flexible small groups are used to differentiate instruction to meet the needs of all students. Tiered mathematical tasks and software programs such as Dreambox are part of our mathematical daily instruction, as well as monthly STEM or Problem Based Learning experiences with the school's Innovative Learning Coach in our Explorer Lab.

NFES is keenly aware of the importance of using carefully chosen math assessments to monitor students' progress towards their math goal. Teachers use formative assessments, bridging activities, unit check-ins, exit tickets, and performance tasks to capture student progress and growth. When data shows that students need an extra boost, small remediation groups are available to reteach and practice these math concepts in and outside of the classroom. NFES special education teachers collaborate with classroom teachers in

creating optimal learning environments and experiences for students with individualized education plans.

To extend mathematical thinking for students who are in the Gifted Program or are ready for a challenge, math menu extensions, Sunshine Math, and other differentiated learning opportunities are at students' fingertips. NFES fifth-graders have the option of an accelerated pathway to enroll in Accelerated Math and the Early Bird Math Program. All 3rd-5th grade students at NFES can join the Math 24 Game Club afterschool program to engage with math computation and train to compete in a regional tournament.

NFES values community partnerships with the PTA and local businesses to host interactive K-5 Math Nights that get the whole family involved in mathematical games and activities. The NFES team also provides take-home math resources at school spirit nights to boost math learning at home. NFES is proving to be an optimal place for students to learn and grow their mathematical mindsets.

1d. Science curriculum content, instruction, and assessment:

At NFES, the community is committed to preparing global citizens to confront issues in our world which require critical thinking, creativity, communication, and collaboration. STEAM (science, technology, engineering, the arts, and math) and Scientific and Engineering Practices are embedded into each of the units of study. NFES utilizes an Explore Lab which provides an environment rich in supplies, tools, and technology for scientific inquiry. In the Explore Lab, students engage in hands-on learning experiences with their teachers and with the assistance of our school-based Innovative Learning Coach. These opportunities, coupled with scientific investigations in the classroom, outdoors in the community, and in the school's Fox Garden, provide authentic experiences that challenge students and foster their natural creativity. In walking through the hallways, visitors see models of the ocean floor on display, animal habitats coming to life inside of shoeboxes, Shark Tank design projects, and more. In addition, collaboration through community partnerships enhances science instruction. In Fall 2021, 1st and 4th graders met virtually with a local meteorologist to launch our weather units. This experience prompted students to connect classroom learning to the real world, develop and ask questions of a local expert in the field, and gain exposure into a career that had been unfamiliar to many students.

Assessment data in Science is collected in a variety of formal and informal ways. Through formative data collection, such as informal observations and exit tickets, NFES teachers adapt their instruction to determine areas of needed remediation and reteaching. Summative assessments are utilized in the form of a multiple-choice test or performance tasks and culminating projects, which teachers score using authentic rubrics. In 3rd grade our students work throughout the year to complete alternative assessments in Science to demonstrate their knowledge, understanding, and ability to apply classroom learned skills and concepts.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Virginia's rich history makes it an ideal place to learn about our nation's early days. NFES's proximity to the first permanent English settlement in our country, the nation's capital, George Washington's Mt. Vernon, and Thomas Jefferson's Monticello, make in-person and virtual field trips come to life. NFES students in the primary grades explore history, geography, economics, and civics. Upper grade learners focus on Virginia history and world cultures. In addition to experiential field trips, students engage in cross-curricular projects that take them beyond the walls of the classroom. NFES students have built Roman Aqueducts, developed artifacts for a virtual Egyptian museum, and created souvenirs representing other cultures' holiday traditions. NFES pupils in 4th grade have created time capsules and are adding items for each unit of study for an end-of-year presentation. Furthermore, NFES teachers emphasize writing across the curriculum. First graders publish travel brochures to highlight the landforms, climate, and recreational opportunities of our state. 5th graders participate in an interdisciplinary unit on the stock market which involves a writing contest.

Staff at NFES seek to engage our community with our students to enhance instruction. A local credit union partners with our classes to offer economics lessons. In addition, the school has forged partnerships with the National Park Foundation to provide instructional field trips and a free National Park Pass to all 4th grade students.

Data is collected in a variety of formal and informal ways. Through informal observations and exit tickets, teachers adapt their instruction to determine areas of needed remediation and reteaching. Inquiry assessments require students to be active in their education, through the development of skills and attitudes that allow them to seek resolutions to questions, while constructing new knowledge. Summative assessments may come in the form of multiple-choice tests or performance tasks and culminating projects, which teachers score using authentic rubrics.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Non-core subjects at NFES are imperative to the success of students. All of the school's inquisitive learners, students in grades K-5, participate in library, art, music, physical education (LAMP), and counseling instruction on a weekly basis. Students experience the aforementioned non-core subject courses, one each day for forty minutes. Each of the non-core subjects allows students to show their creativity and make interdisciplinary connections to core subject areas.

While NFES students only have forty minutes of required library, art, music, physical education, and counseling instruction each week, there are a plethora of opportunities for students to expand upon their learning. Extracurricular activities that directly relate to non-core subjects include a running club for students in grades K-5 that meets on a weekly basis in the spring, a drama club for students in grades 4-5 that meets on a weekly basis and puts together performances for the school community, coding opportunities for students in grades 3-5 that uses block-based coding techniques through a Boston-based company, Unruly Splats; a Washed Ashore fish sculpture project that is made entirely of beach debris to educate the public about plastic pollution and encourage change, and a One School, One Book program for students in grades K-5 that connects our school community through reading *A Boy Called Bat* by Elana Arnold to help our students understand the importance of inclusion.

A unique aspect of our school district is the utilization of an Innovative Learning Coach. NFES follows the Educational Technology Plan for Virginia to promote Life Ready outcomes for all students. The school's ILC works collaboratively with teachers and administrators to encourage innovation and purposeful use of technology with all students in the building. Teachers connect and partner with the ILC on a regular basis to plan learning experiences that focus on STEAM, Computer Science & Coding, and Digital Citizenship. Throughout the school year, teachers and the ILC work as a team to design real-world, interdisciplinary lessons and projects that strengthen students' critical thinking skills and creativity.

NFES also prioritizes students' understanding of digital resources by integrating purposeful technology into deeper learning experiences. Because every student has access to a Chromebook and/or iPad in the building, NFES has developed a Digital Citizenship Plan for students, educators, and families that utilizes the curriculum provided by the district's Innovative Learning department. Starting in kindergarten, NFES students learn how to become safe and responsible digital citizens as they navigate online programs that enrich their learning in reading, math, science, and social studies.

3. Academic Supports

3a. Students performing below grade level:

At NFES, students who are performing below grade level are identified through various assessments. Students are tiered and placed into groups that are individualized and supportive of their Reading and Math

needs. All student groups are fluid with the primary goal of building student instructional capacity. Through consistent progress monitoring, students are provided individualized instruction through various means of integrated curriculums, including Walpole and McKenna, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words(SIPPS) and Jan Richardson’s ABC tracing. Reading intervention is facilitated by NFES classroom teachers, as they are the school’s primary interventionists. In the classroom, instruction is individualized and provided in a small group setting. Teachers meet with their students five times a week for twenty minutes each day. Furthermore, NFES has a reading facilitator on staff that facilitates additional small group intervention five times a week for twenty minutes each session.

For Math intervention, NFES targets math deficits through the use of a program called Dreambox. This program is used schoolwide to enhance the instructional approach of our teachers. NFES students who require targeted assistance, as identified by Dreambox, are pulled into small groups that are differentiated to meet the needs of the struggling learners.

Also, the math workshop model used in the classroom is designed to support the needs of all students, as well as those who may be identified as performing below grade level on a specific skill or concept. The use of this math structure provides students identified by classroom data outside of Dreambox to receive guided math instruction, participate in differentiated learning stations, and engage in student self-reflection.

3b. Students performing above grade level:

The NFES Gifted Resource pull-out program provides students in grades K-5 opportunities to expand understanding of - and to apply - critical thinking skills introduced in the classroom. Through participation in a variety of tasks, problem-based learning, and simulations, NFES gifted students experience depth, rigor, and complexity as they use both convergent and divergent thinking skills to make decisions, create and/or determine solutions and communicate ideas. Students explore topics of personal interest, learn about personal strengths and areas of relative weakness. The students learn how to set and accomplish both long and short term personal, as well as academic, goals. In addition, students are offered opportunities to explore and strengthen leadership skills. As a result, the learners become comfortable in both supporting roles and in leadership roles when working with academic peers. The NFES Gifted Program supports and expands the goals set forth in the HCPS Strategic Plan, as well as the NAGC Curriculum Goals for Gifted Students.

NFES is the home to a site-based gifted program for students in 4th and 5th grade. Students who are eligible for this program have been identified as gifted in both English/Language Arts and Math. Direct instruction is provided to students throughout the day, across all subject areas from a gifted-endorsed teacher. NFES students in this program are often identified as performing at least two years above their grade level. The program is designed to engage students in high level instructional discourse across all subject areas and incorporate instructional rigor intended to challenge and stretch their thinking. The components of the Henrico Learning Profile (Creative Thinker, Critical Thinker, Collaborator, Communicator, Global Citizen, and Quality Character) are evident throughout each facet of this program. Because the teachers of this program co-teach, students work with the same cohort for two-years.

3c. Special education:

Students receiving exceptional education services are provided data driven instruction, support, and accommodations that are individualized to meet their specific needs. Independent reading levels and progress are monitored using a variety of methods including data collection, PALS, Fountas and Pinnell, the Informal Decoding Inventory, and the Heggerty Assessment. The Developmental Spelling Inventory is also used to provide data regarding student understanding of spelling patterns. Teachers use data to plan targeted instruction to enhance reading development that includes multisensory strategies and techniques. Some of the multisensory strategies and techniques include arm tapping and tactile tracing of high-frequency words, sensory sand to support development of phonics patterns, sorting and building single and/or multiple syllables words by feature, building words kinesthetically, incorporating engaging tools like pop-its for spelling, and using movement symbols to recall sounds. Strategies to enhance learning in the Written Language domain include color-coded lines to teach spacing and mechanics usage, graphic organizers, and multisensory strategies for remembering spelling patterns.

Teachers at NFES provide specialized instruction in Math by teaching unique strategies in a small group, using visual supports and manipulatives, and connecting math to real-world applications.

Teachers focus on the use of Positive Behavior Interventions and Supports using token boards to support social skills. Students at NFES work toward different social and/or study/organizational skill goals receiving positive reinforcement. Social skills are also supported through collaborative school programs such as the recycling program. Students receiving special education services through our SIS program are partnered with students without disabilities to work together in collecting recycling materials throughout the school. Study and organizational skills are supported through individualized instruction, checklists, and token boards for specific goals. Functional skills are taught through sequencing stories with modeling and visuals. Teachers also use technology to support students in all areas including speech to text/text to speech software, typing, and other assistive technology.

3d. English Language Learners, if a special program or intervention is offered:

NFES currently has 17 students identified as English Learners (ELs) that receive English language instruction services. The school also has an additional 8 students who have recently exited the ESL program but will remain on monitor status for the next two years. The 17 students identified as eligible for services range from kindergarten to fourth grade, and their English Language Proficiency (ELP) levels range from Entering (Level 1) to Expanding (Level 4), based on results of the W-APT or the WIDA ACCESS for ELLs assessment (The WIDA ACCESS for ELLs assessment is administered to all ELs each spring, and the results determine a student's language proficiency level). NFES students speak a variety of languages including Arabic, Mandarin, Cambodian, Marathi, Turkish, Tamil, Portuguese, Nepali, Punjabi, and Spanish.

At NFES, the ELs participate in weekly or bi-weekly English language instruction in a pull-out, small group, or one-on-one setting, while the ESL teacher also collaborates with classroom teachers to scaffold instruction. This instruction focuses on 4 key areas: students' listening, reading, writing and speaking skills. The goal of this approach is to help our students attain English language proficiency using academic content based on students' grade level curriculum. With a strong focus on developing students' English vocabulary through the use of repetition, modeling, and visual aids, our lessons include direct, interactive, and independent instruction using the WIDA standards in conjunction with Virginia SOLs. Student success is measured both by classroom and state assessments as well as the annual ELP proficiency assessment.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The NFES community strives to engage and motivate all students by building positive relationships and fostering a love for learning in a supportive environment. Academics and social-emotional growth are at the forefront of all endeavors. Engagement at NFES is evident through student-centered, hands-on instruction and the incorporation of technology and innovation. The NFES team deliberately plans and facilitates student leadership opportunities within the building, including safeties, flag team, a recycling team that works collaboratively with our SIS classroom, and Fox Friends. Another way the NFES team engages students outside of academics is through the school's Fox Fest celebrations that recognize students for demonstrating the characteristics of a quality character. Additionally, NFES engages students through school-wide reading challenges, after school clubs, and workout Wednesday challenges.

When COVID shut down schools in March 2020, NFES was forced to find creative ways to connect with our families in a safe manner. During this time of remote learning, the school's staff continued to connect with students and families by holding a teacher/staff parade through each of the neighborhoods that feed into NFES. Staff dressed up, decorated their cars, and displayed signs and posters. The road and neighborhoods were filled with hundreds of students and families there to say goodbye as we closed out the 19-20 school year. Furthermore, NFES reached out to students and families through a Staff Read-Aloud. Staff signed up for a weekly time slot to join virtually with the families for 30 minutes to read aloud their favorite books. NFES families responded so tremendously that the school had to add more time slots because the sessions could not hold all the students and families trying to connect. Another way that served to effectively engage NFES students during the school closure included drive-thru supply pick-ups that allowed for families to stop by the school to see their teacher while also receiving the supplies and materials their child needed for virtual instruction. Some grade level teams at NFES even organized their own drive-thru events to see students offline, such as when our first-grade teachers organized an event on Valentine's day just to let their students know how much they cared for them. Student engagement is directly correlated with student success and at NFES; in fact, it is the goal to provide students the support and resources necessary to engage and succeed whether that be in-person or through remote learning.

2. Engaging Families and Community:

NFES has formed and sustained many partnerships that benefit students, as well as the community at large. The school's greatest successes have been generated by meeting in person with local business owners and managers. One of our partnerships is Papa John's Pizza. Papa John's sells pizzas to NFES families to raise money which comes back to our school. This partnership with NFES offers a community-centered event where faculty and staff dress up and deliver pizzas to families. The event allows NFES students and their families to engage with staff while providing valuable financial support to the school for resources and materials. Additionally, NFES partners with its sister school, Johnson Elementary School, to collect supplies for their students at the beginning of each year. NFES also participates in a giving tree to provide its sister school with gifts for the holidays. Recently, NFES students were encouraged to bring in two different school supplies, and we, as a school community, were able to collect 386 items to donate to Holladay Elementary. We have also formed partnerships with local businesses that support the school's Fall Festival, Turkey Trot, and Spring Fling events. Some of these businesses include Chick-fil-A, Publix, Wegmans, James River nurseries, and CBS 6 news. CBS 6 brought their storm tracker truck and broadcasted live from the NFES outdoor garden. The school's garden and outdoor spaces are an important part of the school community, and the school has partnered with Keep Henrico Beautiful to help with the upkeep. NFES has invited other groups, such as SCA and Girl Scouts, to help clean up around our school. James River nurseries also install sidewalk pavers yearly in the garden that celebrates and honors students and staff. Moreover, the NFES team participates in a staff kickball game, where the community is invited to attend and watch. Families donate money to watch the game and all proceeds benefit Comfort Zone Camp. Students have also collected adult and children pajamas that were donated to local families in need. NFES faculty, staff, students, and their families are constantly looking for ways to engage with the community. We have been successful in

forming and maintaining many community partnerships. These have come to benefit not only our own teachers and students but many people in our community.

3. Creating Professional Culture:

To value someone is to let them know that you care for them and support them in their role. At NFES, one word that always comes to mind is family. The school is always looking for ways to boost morale, highlight staff, and create an environment of value and support. Administration, in collaboration with our Engagement School Quality Action Team, endeavors to recognize staff. Over the past few years, the school has cultivated an environment where teachers feel valued by: awarding teachers who go above and beyond each month with lunch from Chick-fil-A; leaving positive notes and treats in teacher's boxes; recognizing staff birthdays in the weekly communication and providing them with a Sweet Frog gift card; monthly challenges; jeans days; staff shout-outs; holiday treats; monthly PTA provided luncheons; and the ability to be leaders of their classroom and to take instructional risks for student gains. Monthly professional development sessions focus on instructional strategies, models, programs, and/or instructional resources. Staff identified as experienced in instructional areas of focus are selected to lead professional learning (PL) sessions so that teachers can collaborate and learn from one another. NFES also collaborates with coaches and central office staff to create PL sessions that our staff can engage in virtually. Teachers are key investors of the work at NFES; the school's administration has an open-door policy and staff are always encouraged to reach out, ask questions, or advocate for resources or materials to support student instruction. NFES staff knows that administration is always accessible and ready to help when needed.

When schools closed for COVID and staff at NFES were forced to work and connect remotely, transparency, open lines of communication, and frequent meetings became more important than ever before. During a time of uncertainty, the administration supported staff and continued to make them feel valued through accessibility and communication. Weekly meetings were held and a monthly communication was sent out to provide updates. A virtual teacher appreciation week was planned to celebrate our staff and to make them aware that they are valued members of our school community. Administration also wrote and mailed personalized, individual notes to each staff member highlighting their worth, expressing our gratitude, and identifying their value within our school. Bi-weekly check-ins by phone or virtually were also scheduled with staff to check in on them and to provide support and resources as needed. By creating an environment in which the staff feels valued and supported each day, the NFES team is equipped to provide a safe and a positive learning environment for all students.

4. School Leadership:

NFES is committed to the success of all students. Through positive relationships, differentiated instruction, and student choice we create an environment that is safe, collaborative, and allows all students to learn and grow. The success experienced at NFES is the result of our committed and supportive staff who work collaboratively to create dynamic learning environments for students each day. This is made possible because of the philosophy of shared leadership at NFES, which enables the school to operate with a high level of success. NFES is collectively led by a talented group of educators who are committed to the work at hand each day. At NFES, everyone has value and something to contribute in their role as an educator in our building.

At the center of the shared leadership structure at NFES are two strong, caring, and dedicated administrators, the principal and associate principal. The individuals in these roles work to build positive relationships with all school stakeholders and lead with student achievement and success at the forefront of all endeavors. The principal and associate principal serve as a mentor, a resource, a thought partner, a friend, and an advocate for staff, students, the community, and one another. They empower one another and all of whom they serve to achieve their personal best each day. These leaders set the tone for the building by being visible, accessible, and available to all. The NFES administrators model sound judgment, strong communication and organization, calmness in the face of adversity, and strength and encouragement when needed most. Through shared leadership, the administrative team displays openness and trust and works collaboratively to lead NFES. This structure has established a solid foundation that allows both administrators to be aligned and focused on supporting programs, relationships, and resources that promote student achievement.

NFES administrators aim to empower teacher leaders within the building. The school has assembled a productive leadership team consisting of a representative from each grade level or department, two school counselors, the ILC, and administrators. The NFES leadership team collaborates monthly to review school goals and updates, make decisions around curriculum and instruction, and discuss the need for support. Just as the NFES team recognizes the unique gifts and contributions of our students, the same is afforded to the NFES staff. Staff member's unique talents are utilized within the existing leadership structure by having them facilitate Professional Learning Communities, serve as mentors, offer staff development to others in areas of expertise, serve as leaders of our action teams and on interview committees, and lead programs and clubs after school that engage students. Shared leadership is the engine that drives the work to serve the students and community of Nuckols Farm Elementary School.

5. Culturally Responsive Teaching and Learning:

NFES serves students from a range of backgrounds. Currently, the school's population includes approximately 25% from diverse backgrounds, and this number is growing as our community becomes more diverse. In the spring of 2020, the United States faced the global Covid-19 pandemic, which prompted the NFES community to reconsider how the school could function. NFES staff was left to wonder, "How are we to respond to this moment?" The school prioritized the need to develop and provide more culturally responsive practice in the classroom. NFES teachers joined book clubs throughout the summer of 2020 and initiated its own book club to discuss culturally responsive teaching.

In the fall of 2021, the NFES team started an action team designed around equity and diversity. This team's purpose was designed to ensure equity, respect, and cultural awareness throughout the school. The action team learned and processed the Culturally Responsive Education Model (CREM). This team spurred the addition of approximately 200 books to NFES classroom libraries, for use in whole group and small group instruction. These books provide "windows, mirrors, and sliding glass doors" where students can see themselves reflected, and learn about others who experience life differently.

Additionally, the NFES staff shared lessons through the Equity and Diversity team developing prejudice reduction strategies, appreciating the contributions of diverse groups in history, and developing greater depth of knowledge about history and culture. A group of NFES teachers worked through a course entitled Daring Dialogue and developed strategies to foster a dynamic community of mutual respect.

In 2021-2022, NFES's work around equity and diversity has expanded to include stories from families. NFES staff have reached out to families and invited them to share stories of family traditions and experiences where family members contributed positively to our world. The school's faculty has worked to foster an openness among staff, a belonging community for students, and strong partnership between school and home for all families.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Being honored as a Blue Ribbon School in 2012 and being nominated for the Blue Ribbon Award for 2022 speaks volumes about the educational models and strong academic performance present within NFES. While the school continues its outstanding record of student achievement, the one practice that precedes all educational models, and is most instrumental to our school's success, is the strong home-school partnerships and community support established with families. It is these partnerships, supports, and collaboration that allows NFES to continue to strengthen the learning community within our school for the benefit of the school's learners.

The home-school partnership begins the moment a new student and family walk through the doors of NFES. Staff create a welcoming, inclusive atmosphere for all. This priority is visible with administration, the office staff, and teachers working to establish strong, positive relationships with students and families and creating a bond that is focused on advocacy and student success. At NFES, families are empowered to be engaged and actively participate in their child's education, classroom activities, the PTA, and school-wide events.

Another key to success at NFES is positive, ongoing communication. The school's teachers work to be available to families by phone, through email, and by providing in-person and/or virtual conference options. Teachers facilitate regular communication to families to keep them updated about classroom happenings, and administration communicates with families weekly through a school-wide digital message. The messages celebrate student success, advocate for collaboration and support, and provide families important information about what is happening or upcoming at "The Farm."

NFES boasts an outstanding PTA that is highly supportive of classroom instruction, student and family engagement, and school staff. The school's PTA supports academic and enrichment programs, provides funding to teachers and the school for instructional resources, materials, and cultural arts programs, supports new initiatives, advocates for parent and community involvement, organizes community partnerships and donation drives, and works to support the mission of the school and the vision of the administration.

NFES is a school of bright and talented students. The learning experiences, support, and opportunities they are afforded within our school aid their development and academic growth. However, it is through the partnerships our school works to build with families that ultimately supports all students' academic and social-emotional well-being and is what allows NFES to achieve excellence. By working together, staff, students, parents, and the community allows NFES to support our student's academic growth while developing skilled, caring, passionate leaders for tomorrow.