



Amherst County Public Schools
Comprehensive School Improvement Plan For:

Amherst County High School
139 Lancer Lane, Amherst VA 24521
434-946-2898

<https://achs.amherst.k12.va.us/>

2022-2023

The following individuals assisted in creating this plan:

**List the names and titles of each stakeholder who participated in developing this plan.*

Individual	Title
Timothy J. Crawford	Principal
Tom McBride	Assistant Principal
Jay Sales	Assistant Principal
Segar Jordan	Assistant Principal
Itzel Noguerras	Dean of Students
Donna Ratliff	Math Coach/Teacher/Department Chair
Kathleen Ayau	English Teacher/Department Chair
Kathy Stone	Special Education Teacher/Department Chair
Rebekah Pekar	Science Teacher/Department Chair
Betty Stinson	Social Studies Teacher/Department Chair

Melanie Coleman	Fine Arts Teacher/Department Chair
Lorinda Massie	World Languages Teacher/Department Chair
Derrick Mays	CTE Teacher/Department Chair
Craig Maddox	Division Liaison
Laura Casler	Head of School Counseling
Ronda Chandler	Health and PE Teacher/Department Chair
Cheryl Fails	Social Studies Teacher/Lesson Plan Coach
Heath Cockerham	Social Studies Teacher/Instructional Coach
Jennifer Harrison	ITRT



"Lancer Pride"

School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	1267	Poverty		Other	4.89%
Attendance Rate	56.18%	White	54.14%	Special Education	13.97%
Graduation Rate	94.2%	Black	21.86%	English Learners	0.79%
Accreditation Status	Accredited	Hispanic	3.87%	Gifted	8.21%
Title I Model <small>Schoolwide Program (SWP) Targeted Assistance (TA) Not Applicable (N/A)</small>	N/A	Asian	0.87%		

Faculty & Staff						
		Years of Experience by Content / Grade Level				
Grade Level/Content	Number of Teachers	0-3 Years	4-7 Years	8-15 Years	>16 Years	New To School (for most recent SY)
Math	11	2	1	2	6	1
Science	9	3	1	0	5	1
History	9	3	1	0	5	0
English	13	5	1	2	5	3
CTE	15	2	4	2	7	2
World Language	5	0	2	2	1	0
Fine Arts	5	1	0	0	4	1
Health/PE	7	1	0	1	5	1
SPED	13	2	3	3	5	0
School	6	0	1	2	3	1

Counselor						
Administration	5	0	0	2	3	2
Media Specialists/IT RT	2	0	0	0	2	0
Total	99	19	14	16	50	12

Executive Summary

Division Demographic and Curriculum Overview

**Describe the community and demographic makeup of the community in which the school is located. Include division & specific information regarding programs offered to students.*

Amherst County High School (ACHS) is the lone high school in Amherst County Public Schools. As the single high school for this division, it is our vision to be a model community school that produces engaged and thriving citizens. At Amherst County High School, our mission to achieve this vision is to focus on more than academics, by creating engaged citizens, promoting community pride, and developing essential workforce skills.

ACHS is located in the scenic and rural Town of Amherst, Virginia. Amherst County has a population of 31,097 and ACHS has 1263 students enrolled for the 2022-2023 school year. Our rural/suburban high school serves students grades 9-12. As the only high school in the county, we strive to offer a balanced approach to secondary education that provides students with multiple post-graduate pathways to college and career options. We offer a comprehensive academic program that includes advanced placement (AP), dual enrollment opportunities, and other higher education opportunities through our partnership with the Central Virginia Community College (CVCC). Our school also offers a robust career internship program that allows students the opportunity to earn high school credit while completing career-oriented internships with businesses in our community and surrounding areas. Our Jobs for Amherst Graduates (JAG) program helps introduce our students to post-graduate career opportunities as well as post-secondary technical training. In addition to these opportunities, our school has a comprehensive vocational-technical department that includes welding, auto mechanics, CNA nursing, EMT, culinary arts, business, building trades, teachers for tomorrow, agriculture, early childhood development, and cosmetology. Students

have the opportunity to complete sequential programs and earn a certificate in their area of study.

Extended Learning Opportunities – Before, During & After School

**Describe opportunities that strengthen and enrich the academic program by extending the school day, embedding reading and/or math curricula into other instructional areas, or other strategies as appropriate. Include how these strategies are evaluated for effectiveness.*

Amherst County High School recognizes that learning can and should extend beyond the classroom. ACHS strives to provide an opportunity-rich environment for extended learning across several areas. Those areas have been highlighted below.

Lancer Academy

Lancer Academy is our in-house online academy used to help students recover the credits they need to graduate when they have failed a course, SOL test, or have a scheduling conflict. The program that is used to provide this self-paced learning is called Edmentum. This program also affords students the opportunity to take other courses that are not physically offered at ACHS such as sign language, criminal justice, and other world languages.

Leadership Opportunities

- Student Government
- Junior Class Council
- Senior Class Council

National Honor Society

The National Honor Society (NHS) elevates a school's commitment to the values of scholarship, service, leadership, and character. These four pillars have been associated with membership in the organization since its inception in 1921. Our chapter holds students to a high academic standard and engages students with community service opportunities.

Athletics

Students are able to participate in a total of 33 varsity sports teams and extracurricular activities. Those that participate on these teams must maintain a certain level of academic success in order to continue to compete. These guidelines are not only established by the VHSL but also with our individual coaches of each team. Many of these sports and activities have after-school tutoring available for the students.

IRON Lives

IRON Lives provides leadership and character-building programming for any student at ACHS. They engage students in the positive youth development model which seeks to identify and develop students' positive attributes. Participation in this program has been shown to increase students' academic awareness and scholarship.

Future Center

Amherst County High School has started the new Future Center through Beacon of Hope. The idea and concept behind this program is to support students and help them through the college application process as well as students seeking employment after high school. This center guides students through the decision process and helps them make decisions that will positively affect their futures.

Summer Opportunities

During the summer 2022, ACHS offered a broad range of programs. Examples of these programs are: a Problem-Based Learning activity creating escape rooms, Project Graduation and SOL tutoring and testing, CTE Credential tutoring and testing, retaking a class for credit recovery as well as taking a new class for credit. The summer session was split into two parts. The first was a five-week program which offered the PBL activity, credit recovery, new courses and SOL/CTE remediation and retesting. The second was a one-week program designed specifically for SOL/CTE Remediation. SOL Remediation concentrated on Algebra 1, World History 1, Earth Science, Reading and Writing. The CTE Remediation concentrated on NCRC Certification which involved taking three Workkeys tests: Graphic Literacy, Applied Math and Workplace Documents.

Other Remediation and Intervention Opportunities

Project Graduation

Project Graduation is a program that provides instructional support for students in need of verified credits for graduation. Instructional support activities provide intervention and/or remediation to assist targeted students who have received passing grades for standard credit-bearing course(s) but failed the required Standards of Learning (SOL) assessment needed to earn verified credit(s) to complete their diploma requirements. Teachers/tutors provide one-on-one and small group remediation to students to help them earn their verified credit.

School Year Remediation/Intervention

Upon returning to school, students participated in SOL and CTE Remediation and retesting. Students who were unable to attend the summer program received remediation for the Algebra 1 SOL as well as those in the World Geography class received remediation for the World History 1 SOL. Students who qualified for an expedited retake in the August 1-5, one-week summer session, were remediated and retested as well in Algebra 1, Earth Science and World History 1. Students who had not attempted the Workkeys tests for the NCRC Certification were also tested. Students needing English Reading and Writing remediation participated in remediation and were retested.

After the Summer SOL test Window, tutoring for SOL prep as well as current class interventions will be offered. Pullout tutoring will be offered during school hours for those who need to retake the Algebra 1, World History 1, Biology, Reading, Writing and CTE Workkeys tests. Teachers will tutor during their duty period as well as hiring retired teachers to tutor. After School Tutoring will begin in Quarter 2 and will target math and English, but we will provide support for other subject areas as well. Student tutors from the National Honor Society will be assisting teachers with this tutoring. Students who are in VVA or receiving Homebound instruction will be invited to participate in Google Meets to prepare for the previous SOL and CTE tests that are needed. Tutoring will also be provided for students attending the Amherst Education Center.

Needs Assessment Process

**Describe the process of completing a comprehensive needs assessment for your school used to determine strengths and weaknesses of the school community. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.*

A Comprehensive Needs Assessment (CNA) was completed by our team at the beginning of the 2022-2023 school year. Throughout this assessment, data was collected from various sources including SOL scores from the 2018-2019, 2020-2021, and 2021-2022 school years. Data was also collected from MAPS scores from the 2021-2022 school year. In addition, data was collected regarding attendance from the 2021-2022 school year. It was our goal to determine the areas of strength and areas for improvement that is data-driven. Through this CNA we were able to identify these areas that are listed below.

ACCREDITATION

2022 Accreditation Status: **Accredited**
Accreditation Status Last Year: **Accreditation Waived**
Triennial Accreditation: **2019 through 2023**

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level One	

Achievement Gaps		
English	Level One	
Mathematics	Level Three	

Student engagement & Outcomes		
Chronic Absenteeism	Level Three	
Dropout Rate	Level One	
Graduation and Completion	Level One	

Accredited: All indicators at Level One or Level Two or Waiver
Accredited With Conditions: One or more indicators at Level Three
Accreditation Denied: Under State Sanction

Needs Assessment Findings – Areas of Strength

**Describe your current focuses and areas of growth in regards to academic achievement in relation to the challenging state academic standards; include what's currently working; include an overview – chart, snip or image – of current performance levels (strengths) – MAP, SOLs, PALS, VKRP, School Accreditation Dashboard*

SDBQ Algebra & Geometry Strengths

A.4d Find the solution to a multistep linear equation. (69%)

A.6b Generate the equation of a line given its graph/–Determine the equation of a line given a point and slope (66%)

G.1b Match a verbal argument/statement to symbolic form. (83%)

G.3c Identify symmetry in a figure/Identify symmetry in a polygon, given its characteristics and properties (86%)

Spring 2021 Math MAP Assessment (41 Percentile and above)

Geometry –64 % 36/56 students tested above the 41st percentile (MAP uses 41st Percentile as average)

Algebra II– 56 % 22/39 students tested above the 41st percentile (MAP uses 41st Percentile as average)

SDBQ English/ReadingWriting Areas of Strength:

–9.3d/10.3d/11.3d idioms 80%

–9.4i/11.4h author's purpose/word choice 76%

–9.4j/10.4a fiction inferences/conclusions 80%

–9.5j fact/opinion 90%

- 11.4e viewpoints in mult. texts 79%
- 11.4k compare/contrast 75%
- Fiction strand overall is relative strength 67%

2021 Reading MAPS Areas of Strength

- English 9 Average RIT Growth 218.3 to 220.5
- English 10 Average RIT Growth 220.5 to 223.2
- Grade 9 63% (163/257) scored 41st percentile or above
- Grade 10 65% (144/221) scored 41st percentile or above

Dropout Rate

The dropout rate for the 2018-2019 school year was 7.24% at ACHS. For the 2021-2022 school year it dropped to 5.2%.

Graduation and Completion Rate

The GCI for ACHS in the 2018-2019 school year was 90.1%. For the 2021-2022 school year it rose to 94.2%.

Needs Assessment Findings – Areas of Improvement

**Describe areas of opportunity in regards to academic achievement in relation to the challenging state and academic standards; include next steps, and how these areas were determined as a focus; include an overview - chart, snip or image - of current performance levels (strengths) - MAP, SOLs, PALS, VKRP, School Accreditation Dashboard*

Spring 2022 SOL SDBQ English/Reading/Writing Data:

- 9.3a, 10.3a, 11.3a roots/affixes/syn/ant 53%
- 9.4b story elements/characterization 64%
- 9.5d author's purpose/main idea 66%
- 10.4f literary elements/fig. language/paradox 53%
- 10.5a text feature/org patterns 63%
- 10.5g analyze/synthesize info 65%
- 11.3b context/structure/connotations 51%
- 11.5e nonfiction inferences/conclusions 67%
- 11.5f viewpoint/compare texts 60%
- Nonfiction strand overall is relative weakness 63%

2021 Reading MAPS Areas of Improvement

- English 11 Average RIT Growth 223.4 to 218.4 (fall to mid year increased from 223.4 to 225.1 but then decreased)
- English 12 not tested in spring but minimal growth from fall to midyear 226.7 to 226.9
- Grade 11 51% (49/97) scored 41st percentile or above

SDBQ Algebra & Geometry Areas of Improvement

- A.1a Translate between verbal and algebraic expressions (52%)
- A.2a Law of Exponents & Square Roots (40%)
- A.4a Multi-Step Linear Equations & Inequalities (57 %)
- A.4b Quadratic Equations & Slope Intercept (52%)
- A.4e Real World Applications of Equalities & Inequalities (48%)
- A.6c Equations of Line (51%)
- A.7a Functions & Direct/Inverse Variations(29%)
- A.7e Domain & range of Funcs. (35%)
- A.7f Functions & X-intercept(38%)
- A.9 Curb of Best Fit & Quadr. Intercept (44%)
- G.1c Logic (55%)
- G.2a Proving Parallel Lines (47%)
- G.2b Problems with Parallel Lines (44%)
- G.6 Congruent & Similar Triangles (55%)
- G.7 Solving Problems Involving Similar Triangles(48%)
- G.9 Properties of Polygons (42%)
- G.12 Circles (53 %)
- G.13 Surface Area & Volume (47%)

Spring 2021 Math MAP Assessment (41 Percentile and above)

Algebra I- 28 % 27/96 students tested in the 41 or above (MAP uses 41st Percentile as average)

Chronic Absenteeism

The pandemic saw our Chronic Absenteeism rate rise significantly. The Chronic Absenteeism rate for ACHS in the 2018-2019 school year was 20.17%. For the 2021-2022 school year it rose to 43.82%.

College, Career and Civic Readiness Initiative (CCCRI)

ACHS is working to establish baseline data during the 2022-2023 school year for College, Career and Civic Readiness Initiative (CCCRI). This Virginia Department of Education initiative outlines four ways a student can count positively in a school's CCCRI. These components are:

1. Credit for an Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment course,
2. Career and Technical Education (CTE) finisher (earned two or more standard credits for a state-approved sequence in a CTE program) with a CTE credential,
3. Completion of a Work-Based Learning (WBL) experience, or
4. Completion of a service-learning experience.

Schoolwide Reform Strategies

**Describe schoolwide reform strategies that provide opportunities for all students, including each of the subgroups of students; to meet the challenging academic standards. Include research based strategies to raise the achievement level and how these strategies will increase student achievement Also include strategies/activities such as student support services, behavior intervention systems, tiered systems of support, etc. . Include how these strategies are evaluated for effectiveness. These strategies should relate directly to your overarching school goal and SMART Goal(s).*

Lancer Support Team

ACHS has adopted the Virginia Tiered Systems of Supports (VTSS) model. This model is a data-informed decision-making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students.

This systemic approach allows divisions, schools, and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process. Implementing this model requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social, and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

Our Lancer Support Team functions under the anchoring process of integrating data, practices and systems to affect outcomes. The essential elements of an effective framework are:

- Aligned Organizational Structure
- Data-Informed Decision-Making
- Evidence-Based Practices
- Family, School, and Community Partnerships
- Monitoring Student Progress
- Evaluation of Outcomes and Fidelity

Professional Learning Communities (PLC)

ACHS Educators work collaboratively in PLC's in an effort to better plan and deliver instruction. Our PLC's are divided into subject and content areas within specific departments and often include members of the content area, special education, and administration. It is our goal at ACHS to develop quality PLC's that utilize student achievement data to drive decision making and instruction.

Professional Development

Educators at ACHS are dedicated to their professional development and are a true representation of what it means to be a lifelong learner. Plans for professional development are created and implemented by ACHS and Division-level administrators. The focus for the 2022-2023 school year is quality Tier I instruction with special emphasis on lesson planning and alignment of lessons to the state and local standards.

Goals and Action Steps

Please contact the building administrator if you would like more information about the Comprehensive School Improvement Process.