



**Amherst County Public Schools**  
**Comprehensive School Improvement Plan For:**

Amelon Elementary

132 Amer Circle

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2021/2022

The following individuals assisted in creating this plan:

<b>Individual</b>	<b>Title</b>
Jay Sales	Principal
Michelle Angle	Assistant Principal
Rachel Baker	School Counselor
Victoria Grieser	Reading Specialist
Haley Munson	VTSS Coach
Brandy Shrewsberry	SPED Unit Leader
Lynn Tolley	K Unit Leader
Kristin Walker	First Grade Unit Leader
Nicole Jordan	Second Grade Unit Leader
Ruth Tyree	Third Grade Unit Leader
Lauren McTague	Fourth Grade Unit Leader
Susan Williams	Fifth Grade Unit Leader



## “Just Like Family”

### School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	435	Poverty	57.7%	Other	26%
Attendance Rate	96%	White	47%	Special Education	11%
Graduation Rate	NA	Black	21%	English Learners	100%
Accreditation Status	Accredited	Hispanic	0.46%	Gifted	10%
Title I Model <small>Schoolwide Program (SWP) Targeted Assistance (TA) Not Applicable (N/A)</small>	SWP	Asian	4%		

### 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)
PreK	2				2	
K	4	2			2	
First	4	1		3		
Second	3			2	1	

Third	4	1	2		1	
Fourth	4		3		1	
Fifth	4	1		1	2	
Rd. Spec.	3			3		
SPED	5	1	3		1	
Total	33	6	8	9	10	

### Executive Summary

#### **Division Demographic and Curriculum Overview**

Amelon is the largest elementary school in Amherst County Virginia. Amherst County is a mostly rural county in central Virginia. It is located at the foothills of the Blue Ridge Mountains. Amelon is centrally located in the county with a diverse population.

**Reading** - Our school acknowledges a Balanced Literacy Program based on the English Standards of Learning. We also ensure that SOL units are aligned with state standards. Teachers are evaluated on their ability to ensure instructional pacing and subsequent, routine assessments each 9-weeks in grades K-5 along with Growth Assessments in grades 3-5 only, MAP Assessments in grades K-5 and Pals assessments in grades K-5. In addition to whole group instruction, guided reading groups are administered. Students are also assigned to do work in centers, both collaboratively and independently, that adhere to overarching objectives. Title I reading services are provided schoolwide as we have three specialists on site. Specialists are assigned to specific grades. Our Pals instructor, Mrs. Kelly Wall, is a fully licensed teacher and works with approximately 80 students. Keenly, we adhere to educational plans for students who are exceptional learners. Additionally, each teacher is responsible for evaluating assessments and disaggregating data on an ongoing basis during weekly PLC meetings to ensure incremental growth for each individual student.

**Math** - Students also receive daily math instruction. We also ensure that SOL units are aligned with state standards. Teachers are evaluated on their ability to ensure instructional pacing and subsequent, routine assessments each 9-weeks in grades K-5 along with Growth Assessments in grades 3-5, MAP Assessments in grades K-5 and VKRP in Kindergarten. In addition to whole group instruction, students work with their teachers one on one or in a small group setting as needed for intervention and remediation. Students are also assigned to do work in centers, both collaboratively and independently, that adhere to overarching objectives. Jill Guill the division math enrichment specialists works with our teachers to assist and provide quality math practices. An intervention specialist, a retired teacher Pat Massie, also works with our

students who are not meeting the benchmarks on specific skills from November-April. Additionally, each teacher is responsible for evaluating assessments and disaggregating data on an ongoing basis during weekly PLC meetings to ensure incremental growth for each individual student.

**Behavior** - Amelon implemented the VTSS (Virginia Tiered System of Supports) during the 2020/2021 school year. This year (2021/2022) we continue to move forward with this system as we promote the 3 Rs, Respect, Responsibility and Resilience.

**Extended Learning Opportunities - Before, During & After School (*Component 3*)**

Students are participating in Growth, MAP and Pals Assessments. This provides an opportunity for teachers to assess both teaching effectiveness and student learning. Our school offers Title I intervention for reading, remediation, and PALS reinforcement. All teachers avail themselves, as needed, to provide one-on-one assistance with students throughout the school year. We provide enrichment classes (Talented and Gifted) for all grade levels on a weekly basis. There is also PALS instruction for primary grades on a weekly basis, too. Grades K-5 have **ERI** (Enrichment, Remediation and Intervention) during reading and math on a daily basis with students who are not meeting the benchmarks. Technology, STEM, and Coding classes for all grade levels are also provided by the ITRT teacher. There are also before and after school tutoring offered by teachers based on students' individual needs.

**Needs Assessment Process (*Component 1*)**

Based on the results from previous assessments, current assessments and where we are academically school-wide, we will continue to monitor the growth of all students in grades K-5. Scores from Growth Assessments (grades 3-5), MAP Assessments (Grades K-5), VKRP (Kindergarten) and Pals Assessments (Grades K-5) will all be analyzed and strategies will be implemented to assist all students in grades K-5 with academic success. The data shows that we are behind in several areas of Reading and Math across all grade levels. Our focus will be to provide individualized instruction to meet the specific needs of all students.

**Needs Assessment Findings - Areas of Strength (*Component 1 & 4*)**

Our school has demonstrated incremental growth on SOL testing the last three years. The 2018/2019 performance resulted in a Full Accreditation status for the second year in a row. Amelon is Level 1 in all areas. Our students in all subgroups met the benchmark scores and showed tremendous growth with the student growth model. Teachers have adhered to the division's Literacy Diet and adhered to the state's pacing and curriculum guides. Additionally, our school has engaged in a Backwards Planning design that incorporated year-long planning in addition to enhanced week to week planning and PLC discussions. In the current school year (2021/2022) grades 3-5 have

taken Growth Assessments, grades K-5 MAP Assessments and Grades K-5 Pals assessments to determine the academic needs of our students. These assessments have determined that we are showing progress in grades K-5 but there is work to be done in several areas across the school.

### **Needs Assessment Findings - Areas of Improvement (*Component 1, 2, and 4*)**

To align with our CSIP Overarching goal:

Increase the number of students in grades K-5 passing assessments in English and Math to meet state accountability benchmarks.

Amelon will implement the following action steps:

- Students in grades K-5 who do not meet the Fall Pals benchmark score based on Spelling and Word Lists will receive Pals intervention services.
- Students in grades K-5 who are not meeting the required skills on classroom assessments and benchmark assessments will receive interventions and/or remediation as needed for each SOL assessed.
- All teachers in grades K-5 will give common assessments and work collaboratively to ensure that each student shows growth on the end of the year state assessments. Teachers will attend PLC meetings, share specific data and work collaboratively on intervention and remediation strategies when necessary for students who are falling below the required benchmarks.

### **Schoolwide Reform Strategies (*Component 2, 3, and 4*)**

Teachers will use a variety of strategies including Whole Group, Small Group and Individualized Instruction to meet the needs of all students. Student SDBQs will be analyzed to provide explicit individualized instruction. Title 1 and Pals services will be provided for all students who are falling below the benchmarks. Data will be monitored throughout the 2021/2022 school year to guide instruction. The following assessments will be utilized for data collection and analysis.

Growth Assessments - Baseline data from the assessments will be analyzed to guide instruction. Teachers will continue to provide differentiated instruction to meet the needs of all students in grades 3-5.

MAP Assessments - Baseline data from the assessments will be analyzed to guide instruction. Teachers will continue to provide differentiated instruction to meet the needs of all students in grades K-5.

Pals Assessments - Data from the assessments will be viewed to determine who will receive Title 1 instruction and Pals intervention for grades K-5.

Behavior - Data will be taken from number Office Referrals (both positive and negative) to determine the school-wide behavior strategies that are working and what new strategies that might need to be implemented in grades K-5.

## **Budget Implications (Title I Parental Involvement)**

- Parents have been involved in establishing our school plan by attending meetings and offering input.
- Parents will be invited to attend one or more school and/or division-wide workshops per year. Additionally, information about the Title I program will always be available in the reading room. Parents are encouraged to offer suggestions for program enhancement at any time during the school year.
- Parents of targeted Title I students will receive a letter and permission form giving permission for their child to be tested by, and receive instruction from, a reading specialist. A follow-up letter, including the child's reading level and suggested activities for use at home, will be sent to inform parents of their child's selection for the Title I program.
- Parents of Title I students will receive progress reports four times a year, issued along with report cards. Reading and benchmark levels will be shared in these reports, as well as suggested strategies for supporting students at home.
- Parents will be encouraged to schedule conferences with the reading specialist. Also during conference nights, the reading specialist will be available to meet with parents to answer questions and provide information/suggestions for supporting students' academic success.
- Information about the Title I reading program will appear in Title I newsletters issued four times a year. Additionally, the reading specialist will provide similar information through the school's website.
- A Parent Resource Center is offered to all parents in our school for supplemental materials to be used at home to further meet student needs. The PRC is available after school hours when special events are held such as PTO meetings and conferences. Materials range in difficulty and relate to various content areas in grades K-5. As funding is available, additional materials will be purchased.
- The following website is available to all parents:  
<http://Amelon.amherst.k12.va.us>. Click on the "Parents/Students" tab and then "Reading Web Links" to view helpful information. Parents may also go to the Staff Directory and click on each reading specialist's name for more information.
- A Parent Advisory Committee will be formed at the beginning of each school year with parent representatives to offer input on the Title I reading program. A minimum of three scheduled meetings will occur during the school year.
- At the end of the school year, a survey will be given to all parents of Title I students in order to evaluate the current Title I program. The results of the survey will be used to develop future parent workshops, assess the needs of parents (for the Parent Resource Center), and assist with the development of the Total School Plan.

Allocated funds will be used to hire three full-time reading specialists possessing a Master's Degree in Reading with an endorsement as a reading specialist. Remaining funds will be expended on materials for the parent resource center and books for students to take home and read with their families.