



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

Temperance Elementary School  
1981 Lowesville Rd., Amherst, VA 24521  
434.946.2811  
<https://tes.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
Karen Fitzgerald	Teacher
Kari Fleming	Teacher
Graham Brooks	Teacher
Carla Stinnett	Teacher
Melissa Carter	Teacher
Diane Thompson	Teacher
Heidi Woodson	Teacher
Heidi Curd	School Counselor
Naomi Giles	Librarian
Melissa Bryant	Title I
Lantz R. Martin	Principal



"Building Tomorrows"

### School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	91	Poverty	47.1%	Other	4.2%
Attendance Rate	3.16	White	77.90%	Special Education	13.04%
Graduation Rate		Black	14.7%	English Learners	2.17%
Accreditation Status	Accredited	Hispanic	3.20%	Gifted	2.17%
Title I Model <small>Schoolwide Program (SWP) Targeted Assistance (TA) Not Applicable (N/A)</small>	SWP	Asian			

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)
KG	1		1			
1st	1				1	
2nd	1	1				
3rd	1				1	

4th	1				1	
5th	1				1	
Special Education	1			1		
Title I	1	1				1
Total	8	2	1	1	4	

## **Executive Summary**

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

The master schedule at Temperance Elementary School remains adjusted to incorporate more time in the classroom in the areas of reading and math. This was done to account for the Covid slide. Emphasis was also placed in this area to assist students in their specific areas of need in reading and math.

In the area of family and community engagement, visitors are once again being allowed to visit the school building. Due to this not having been the case for the last two years, our school has made an effort to be as inclusive as possible of our students and their families by providing activities in which they can participate. Families are consistently encouraged to communicate with their students' teachers and are highly encouraged to be active participants in their students' education at home.

We have continued with our Amherst Tiered Systems of Support team at TES that focuses on overall behaviors of our students. Our VTSS Expectations are that Temperance Tigers are "Team Players, Thoughtful, and Trustworthy". Special school-wide activities take place for students to be recognized for being great "Team Players, Thoughtful or Trustworthy".

## Temperance Elementary

### GENERAL SCHOOL INFORMATION

**Category:** Elementary (PK-05) School

**Phone:** 434-946-2811

**Address:** 1981 Lowesville Rd Amherst, VA 24521

**Principal:** Lantz Martin

**Superintendent:** Dr. William Wells

**School Number:** 740

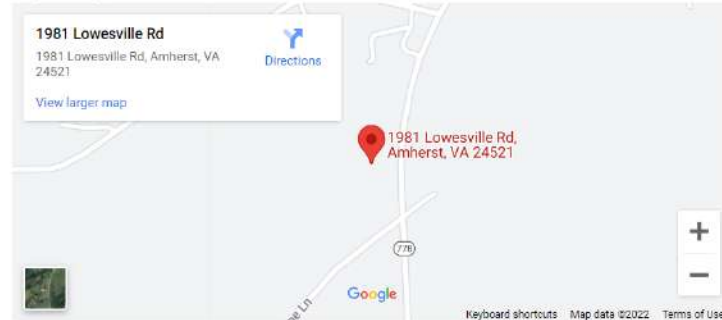
**Region:** 5

**Division:** [Amherst County Public Schools](#)

**Division Number:** 5

**Division Website**

Map results may not reflect school division or attendance zone boundaries.



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

From 9:00–9:30 grades K–3 participate in Intervention Block. Grades 4–5 have intervention block from 3:10–3:40. This is a time where teachers can focus on remediation of areas of weakness, or extension in areas of strength. Students are given opportunities in all grade levels to participate in the accelerated reader program and also in reflex math, and IXL. These programs are embedded into the general curriculum by our teachers and serve as support and enrichment in the areas of math and reading. Students are encouraged to participate in our accelerated reading program in which they will take an assessment following the completion of a book. They are able to earn points toward general prizes at the end of the year to reward them for their efforts. As SOLs near there is a plan to offer after school remediation and extended learning opportunities. The plan will be two days a week for an hour with a focus on math, and reading.

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

The administrator and staff have reviewed the previous year's SOL data, the fall growth SOL data, as well as the PALS data and concluded all grade levels need improvement in Reading in the areas of context clues, main idea, and conclusions. It was also evident through reviewing PALS reading data that all grade levels need improvement in Reading in the areas of Phonemic Awareness and Phonics. A greater focus will be placed in grades K–2 in incorporating the use of Heggerty lessons with fidelity. Teachers will also be provided with the opportunity for training in the science of reading and implementation of the ACPS Phonics Scope and Sequence to provide targeted phonics instruction for those areas identified through the CNA process.

In addition, after a review of the previous year's science SOLs it has been determined that all grades need to focus on hands-on investigation. Grade 4 will make sure all Science SOLs are covered.

## 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 One	

Student engagement & Outcomes		
Chronic Absenteeism	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 (*Component 1 & 4*)

In the needs assessment process the leadership team used data from the previous year's SOLs scores, as well as historical PALS data and determined the areas of focus would be Reading and Science. The areas of strength are as follows:

### Science

- Earth and Space Systems and cycles
- 5th grade content overall (with the exception of 5.1)

### Reading

- 4.5j Cause and Effect in Fiction
- 3.4g Reference Resources
- 3.4c Meaning Clues, Language Structures
- 3.5l Differentiate Fiction and Nonfiction
- 5.4b Multiple Meaning Words
- 5.5b Questions about Setting
- 5.5g Points of View
- 5.5 l Compare/Contrast within text and multiple texts

- 5.6g Drawing Conclusions in Nonfiction

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

Temperance Elementary School is currently fully accredited based on the Cumulative Three Year Average.

### Literacy

Our current goal at Temperance Elementary School in literacy is to lower the number of identified students in PALS by 10% by the end of the year. Below is a current snapshot of our Fall 2022 PALS data:.

TES Elementary School PALS Data Fall '22											
	Student Total	Above #	Above %	On #	On %	Below #	Below %	IdD #	IdD % (of those tested)	Not tested #	Not tested %
TES K	8	0	0%	6	75%	2	25%	2	25%	0	0%
TES 1	16	4	25%	3	19%	9	56%	4	25%	0	0%
TES 2	17	12	71%	1	6%	4	24%	3	18%	0	0%
TES 3	14	12	86%	1	7%	1	7%	1	7%	0	0%
TES 4	20	10	50%	9	45%	1	5%	1	5%	0	0%
TES 5	15	8	53%	3	20%	4	27%	2	13%	0	0%
SCHOOL-WIDE											
TES ALL	90	46	51%	23	26%	21	23%	13	14%	0	0%

Fall Criteria:	Mid-Year Criteria:	Spring Criteria:
Kindergarten: above = summed score 80; on = summed score 36-79; below = summed score <= 35	Kindergarten: on/above = summed score 65; below = summed score <= 64	Kindergarten: above = summed score 90; on = summed score 83-89; below = summed score <= 82
1st Grade: above = 1/2; on = 1/2; below = <= 1/2 benchmark 41	1st Grade: on/above = Primer; below = <= 1 benchmark 51	1st Grade: above = 5/2; on = 1; below = <= 1/2 benchmark 25
2nd Grade: above = 1/2; on = 1; below = <= 1/2 benchmark 35	2nd Grade: on/above = 1/2; below = <= 1/2 benchmark 56	2nd Grade: above = 2/3; on = 2; below = <= 1/2 benchmark 54
3rd Grade: above = 2/3; on = 2; below = <= 1/2 benchmark 54	3rd Grade: on/above = 2/3; below = <= 1/2 benchmark 77	3rd Grade: above = 3/4; on = 3; below = <= 1/2 benchmark 65
4th Grade: above = 3/4; on = 3; below = <= 1/2 benchmark 65	4th Grade: on/above = 3/4; below = <= 1/2 benchmark 88	4th Grade: above = 4/5; on = 4; below = <= 1/2 benchmark 77
5th Grade: above = 4/5; on = 4; below = <= 1/2 benchmark 77	5th Grade: on/above = 4/5; below = <= 1/2 benchmark 100	5th Grade: above = 5/5; on = 5; below = <= 1/2 benchmark 89

### Science

Based on the 2021-22 Spring SOL the focus for science SOLs will be all of grade Four and Investigation at all levels.

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

In an effort to accomplish our goal of decreasing the number of students who were identified through data collected from the 2021 Fall PALS administration, we have implemented several strategies schoolwide. For grades K-2, our teachers will place a greater emphasis on utilizing Heggerty lessons with fidelity. We also have a PALS instructor who works with identified students in collaboration with our Title I teacher for a total of 5 hours per week in addition to their whole-group classroom instruction. Additionally, reading teachers utilize the ACPS Phonics Scope & Sequence to implement explicit, systematic instruction focused on improving word recognition skills (decoding, spelling, and phonemic awareness).

In reading students will work in whole-group activities and also in small groups in order to focus on the individual needs of all students. All students are grouped according to reading level and skill, and will have the opportunity to have their individual needs assessed and focused on a daily basis.

In order to improve in the areas of investigation in science the teachers will focus on providing opportunities for students to engage in hand-on lessons or labs themselves as opposed to just observing the teacher.

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

Title I Parental Involvement funds at Temperance Elementary School will be utilized to fund our "One School, One Book" program. Each student at TES will be given a book chosen by our Library/Media Specialist to read each night with their families. Activities will be given to each student to participate in at home with their families that include an emphasis on reading with various math concepts as well. Students will have the opportunity to learn from the author of the book in an author visit. The "One School, One Book" program at TES will take place in the Spring 2023. Also, within our school daily, we have our licensed Title I Reading Specialist available to work with students. Access to our math support specialists is also provided with Title I funds. We also have a Title I Parent Center in which students and their families can check out books and games to participate with at home.

### **Goals and Action Steps**

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