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/

2023-2024

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
Kristin Thompson	Teacher
Carla Stinnett	Teacher
Melissa Carter	Teacher
Destiny Melton	Teacher
Heidi Woodson	Teacher
Alexa Parrish	School Counselor
Naomi Giles	Librarian
Haley Munson	Title I Reading Specialist
Lantz R. Martin	Principal

"Building Tomorrows"

School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	,102	Poverty	39.1%	Other	4.3%
Attendance Rate	9.89	White	79.3%	Special Education	13%
Graduation Rate		Black	12%	English Learners	2.2%
Accreditation Status	Accredited	Hispanic	4.3%	Gifted	2.17%,?
Title I Model Schoolwide PRogram (SWP) Targeted Assistance (TA) Not Applicable (N/A)	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	1

Executive Summary

Division Demographic and Curriculum Overview

When considering the make-up of a true community school look no further than Temperance Elementary School. Opened as a Grade 1 through Grade 11 school in 1937 Temperance has been through many changes over the years. Currently, the student body fluctuates around 100 students and services Kindergarten through Grade 5. A good number of the current students at Temperance are children of parents that attended Temperance as well. In terms of demographics, the student population reflects the rural area's unique characteristics. The school is known for its strong community spirit and close relationships between students, teachers, and families. The staff is dedicated to providing a quality education that is both academically enriching and attuned to the values and needs of the rural community.

2022-2023

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.

2023-2024

For the 2023-2024 school year Temperance continues to prioritize time for reading and math while embedding time for remediation. This school year the master schedule is being

modified to incorporate Governor Youngkin's ALL in VA initiative. ACPS's Building Bridges for Success progress will allow for a 45 minute window into the day for students to receive high intensity tutoring and accelerated learning. The ALL in VA initiative places a specific emphasis on reading and math but also provides opportunities for hands-on science investigations.

2022-2023

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.

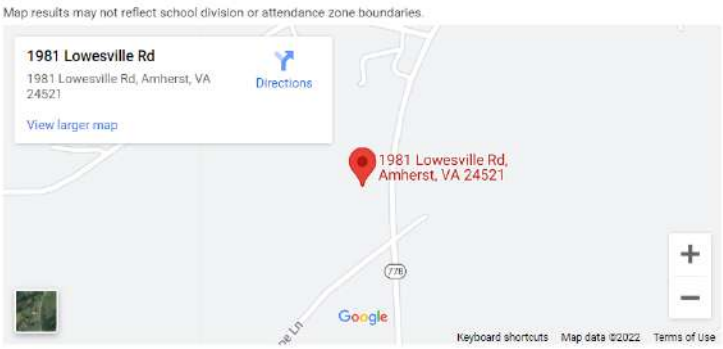
2023-2024

In the 2023-2024 building relationships with all stakeholders is still a priority for Temperance. We continue to provide opportunities for families to come into the building and participate in their students' educational opportunities.

Continuing for the 2023-2024 school year, we will utilize the Amherst Tiered Systems of Support team at TES that focuses on overall behaviors of our students. Our ATSS 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



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

2022-2023

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.

2023-2024

Temperance will implement a standardized schedule for high-intensity tutoring sessions for Grades 3-5. These daily 45-minute sessions will be labeled as "Bridge to Success Time" and are designed to maximize resources for student support. The "Bridge Time" program includes lessons to remediate, accelerate, and enrich learning in both math and reading, with hands-on tasks incorporated into the curriculum.

Even with recent updates to the master schedule, as a result of the implementation of Building Bridges to Success, Grades K-2 students will continue to participate in a 30 minute intervention block. This time will be used to address specific academic needs of students, particularly those who may be struggling or require additional support. Once weekly, K-2 students will also have access to the Bridge Time extension opportunities

Needs Assessment Process *(Component 1)*

2022-2023

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 grave 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

2023-2024

At the beginning of the 2023-2024 school year, the school faculty met to review previous year's SOL assessment data. SDBQ's were provided for each content area to include Reading, Math, and Science. Grade levels were created by pairing Grade K-2 teachers with 3-5 teachers and including resource teachers and specialists. Pivot tables were reviewed to collaboratively determine strengths and weaknesses in those specific content areas. The Grade level teams' findings matched the findings of the administrator. These findings then became the focal point of the Continuous School Improvement process.

2023 Accreditation Status: **Accredited**
Number of School Quality Indicators at Level Three (Below Standard): **0 of 6**
Accreditation Status Last Year: **Accredited**
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

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 2022-2023

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

Science 2023-2024

- Apply an understanding of work and force.
- Analyze physical characteristics of the ocean environment.
- Identify relationships in a food chain.
- Apply an understanding of the life processes carried out by plants to make food.
- Analyze the importance of photosynthesis to organisms.

Reading 2023-2024

A review of the data concluded all grade levels need improvement in Reading in the areas of Identify plot events, identify the setting, identify the theme of a story, demonstrate understanding of the author's purpose, identify sensory words, compare and contrast information from multiple texts, and identify or interpret figurative language. It was also evident through reviewing PALS reading data that all grave levels need improvement in Reading in the areas of Phonemic Awareness and Phonics. Grade K-2 will continue to implement 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.

Reading 2022-2023

- 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

<u>Reading 2023-2024</u>

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.

<u>Reading 2022-2023</u>

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 86+, on = summed score 36-70, below = summed score <= 35	Kindergarten: on/above = summed score 68+, below = summed score <= 68	Kindergarten: above = summed score 90+, on = summed score 83-89, below = summed score <= 82
1st Grade: above = 19/3+, on = 19/2, below = <=19/1; benchmark 43	1st Grade: on/above = Primer+, below = <=P; benchmark 91	1st Grade: above = 3/2+, on = 3, below = <=2/1; benchmark 35
2nd Grade: above = 3/2+, on = 3, below = <=2/1; benchmark 35	2nd Grade: on/above = 3/2+, below = <=1/2; benchmark 56	2nd Grade: above = 3/3+, 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 = <=2/3; benchmark 77	3rd Grade: above = 3/4+, on = 3, below = <=2/3; benchmark 65
4th Grade: above = 3/4+, on = 3, below = <=2/3; benchmark 65	4th Grade: on/above = 3/4+, below = <=3/4; benchmark 88	4th Grade: above = 4/5+, on = 4, below = <=3/4; benchmark 77
5th Grade: above = 4/5+, on = 4, below = <=3/4; benchmark 77	5th Grade: on/above = 4/5+, below = <=4/5; benchmark 100	5th Grade: above = 5/6+, on = 5, below = <=4/5; benchmark 89

Reading 2023-2024

Our current goal at Temperance Elementary School in literacy is to lower the number of identified students in PALS by 5% by the end of the year. Below is a current snapshot of our Fall 2023 PALS data:

Temperance Elementary School PALS K-5 Data Fall '23

	Student Total	Above #	Above %	On #	On %	Below #	Below %	IDd #	IDd % (of those tested)	Not tested #	Not tested %
TES K	20	0	0%	12	60%	5	25%	3	15%	0	0%
TES 1	14	0	0%	9	64%	5	36%	4	29%	0	0%
TES 2	19	9	47%	3	16%	7	37%	7	37%	0	0%
TES 3	15	10	67%	1	7%	4	27%	4	27%	0	0%
TES 4	14	0	0%	12	86%	2	14%	2	14%	0	0%
TES 5	20	0	0%	18	90%	2	10%	2	10%	0	0%
SCHOOL-WIDE TES ALL	102	19	18.6%%	55	54%	25	25%	22	22%	0	0%

*Students not tested due to IEP exemption or other circumstance.

Fall Summary - ALL

	FALL On/Above %	FALL Below %	FALL IDd %
TES K	60%	25%	15%
TES 1	64%	36%	29%
TES 2	63%	37%	37%
TES 3	73%	27%	27%
TES 4	86%	14%	14%
TES 5	90%	10%	10%
SCHOOL-WIDE TES ALL	#VALUE!	25%	22%

Fall Criteria:
Kinder: above = summed score 80+, on = summed score 36-70, below = summed score <= 35
1st Grade: above = PP2+, on = PP2, below = <=PP1, benchmark 41
2nd Grade: above = 1/2+, on = 1, below = <=P/1, benchmark 35
3rd Grade: above = 2/3+, on = 2, below = <=1/2, benchmark 54
4th Grade: above = 3/4+, on = 3, below = <=2/3, benchmark 65
5th Grade: above = 4/5+, on = 4, below = <=3/4, benchmark 77

Mid- Year Criteria:
Kinder: on/above = summed score 58+, below = summed score <= 59
1st Grade: on/above = Primer+, below = <=P, benchmark 91
2nd Grade: on/above = 1/2+, below = <=1/2, benchmark 56
3rd Grade: on/above = 2/3+, below = <=2/3, benchmark 77
4th Grade: on/above = 3/4+, below = <=3/4, benchmark 88
5th Grade: on/above = 4/5+, below = <=4/5, benchmark 100

Spring Criteria:
Kinder: above = summed score 90+, on = summed score 83-89, below = summed score <= 82
1st Grade: above = 1/2+, on = 1, below = <=P/1, benchmark 95
2nd Grade: above = 2/3+, on = 2, below = <=1/2, benchmark 54
3rd Grade: above = 3/4+, on = 3, below = <=2/3, benchmark 65
4th Grade: above = 4/5+, on = 4, below = <=3/4, benchmark 77
5th Grade: above = 5/6+, on = 5, below = <=4/5, 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.

Based on the 2023-23 Spring SOL Science scores there will be a focus on measurement in both science and math. In addition the "Build Bridges to Success" will have a science investigative piece that takes place on Fridays which incorporates hands-on activities which should also provide accelerated learning opportunities to all students.

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.

Like the previous year data from the Fall PALS testing, results will be analyzed to determine which students need additional targeted support. In addition, the Building Bridges to Success" initiative will focus on reading for two days a week which will provide additional support to those areas noted as deficiencies in Grades 3-5.

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 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.

Title I will partner with a Theater Production Company to host a performance at Temperance Elementary School. The Title I Instructor will work with the Theater Company to connect the performance to Virginia Science Standards.

Goals and Action Steps

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