



Amherst County Public Schools School Support Plan Executive Summary:

2024-2025

Amherst County High School	Joey Crawford, Principal
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434-946-2898	SCHOOL QUALITY PROFILE LINK
https://schoolquality.virginia.gov/schools/amherst-county-high	

The following individuals assisted in creating this plan:

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

Name of Stakeholder	Department/Office	Title
Joey Crawford	Administration	Principal
Robin Wheeler	Supervisor of Literacy, and Federal Programs	Liaison
Team Members: Academic Supports Data Review		
Lori Young	Administration	Assistant Principal
Donna Ratliff	Math	Math Coach/Math Teacher/School Support Team Coach
Team Members: Staffing Supports Data Review		
Scott Lockhart	CTE-Personal Finance	Teacher
Segar Jordan	Administration	Assistant Principal
Team Members: Professional Learning Supports Data Review		
Jazmine Glaize	Social Studies	Teacher
Joey Crawford	Administration	Principal
School Climate Supports Data Review Team Members		
Skylar Ondrick	History	Teacher
Tom McBride	Administration	Assistant Principal



"Lancer Pride!"

Executive Summary

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.*

During the spring, summer, and through the first month of the school year, teachers in grades 9-12, testing coordinators, central office liaisons, and school administrators at Amherst County High School were involved in a systematic data analysis and needs assessment. The team examined data at the whole school level, grade level, and subgroup levels, and reviewed strengths and areas that require growth for the 2024-2025 school year. With special emphasis on school-wide systems and processes, each team developed a problem statement and conducted a root cause analysis that helped to prioritize a specific area of need. The components to follow summarize each step of the needs assessment and the corresponding plan to follow.

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*

During the 2024-2025 academic year, ACHS will work to reduce the failure rate of all identified subgroups in all four core subject SOLs by 10%. Specific subgroups' pass rates include Black, Economically Disadvantaged and Students with Disabilities.

	English - Reading			Math		
	Current Subgroup Pass Rate (spring 24)	Reduction by 10%	Final Subgroup Pass Rate	Current Subgroup Pass Rate (spring 24)	Reduction by 10%	Final Subgroup Pass Rate
ED	79%		Maintain L1	75%		Maintain L1
SWD	64%	68%		77%		Maintain L1
Black	72%	75%		78%		Maintain L1
Overall	84%		Maintain L1	78%		Maintain L1
	Science			History		
	Current Subgroup Pass Rate (spring 24)	Reduction by 10%	Final Subgroup Pass Rate	Current Subgroup Pass Rate (spring 24)	Reduction by 10%	Final Subgroup Pass Rate
ED	59%	64%		34%	41%	
SWD	41%	47%		6%	16%	
Black	52%	57%		29%	37%	
Overall	63%	67%		33%	40%	

English: Students at Amherst County High School are achieving at high rates overall (84%) in the area of English (Reading and Writing). Specifically, students who are economically disadvantaged achieved at a rate of 79% according to the assessment data on the Virginia School Quality Profile. Additionally, students have been successful in the alternative assessments for reading and writing. <https://schoolquality.virginia.gov/schools/amherst-county-high#fndtn-desktopTabs-assessments>. Including the alternative assessment results, Amherst County High School students had an 89% pass rate in English. The following are pass rates for subgroups in English including the alternative assessment results:

Economically Disadvantaged: 86%

Students with Disabilities: 77%

Black Students: 86%

Hispanic Students: 88%

Multi-Race Students: 95%

Math: Students at Amherst County High School are achieving at high rates overall (78%) in the area of Math. Specifically, all subgroups for Amherst County High School have pass rates above the required 70% according to the assessment data on the Virginia School Quality Profile. Including growth and recovery, ACHS had an overall pass rate of 81%. The following subgroup pass rates all show level-one performance at ACHS including growth and recovery:

Economically Disadvantaged: 79%

Students with Disabilities: 82%

Black Students: 82%

Hispanic Students: 75%

Multi-Race Students: 95%

Science: Students at Amherst County High School are showing growth from previous years in pass rates overall (63%) in the area of Science. ACHS achieved a Level two for a reduction of the failure rate by 10% in 2023-2024. Within the Multi-Race subgroup, students achieved a pass rate of 77%.

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*

English: Although ACHS achieved a Level one in all subgroups and overall in the area of English (reading and writing) for the 2023-2024 school year, raw data suggests that there are areas of improvement. Specifically, the following raw subgroup data shows that several subgroups are below the required 75% for level one in English:

Students with Disabilities: 64%

Black Students: 72%

Math: Math achieved Level one in all subgroups including the overall. ACHS did not have enough students to have data to qualify in terms of accreditation, although there is a rising population of students in this subgroup at ACHS. ACHS will strive to continue to grow in these areas, raising the already Level one pass rates higher.

Science: Amherst County High School students had a 63% pass rate in Science. Although this was below the 70% for Level one, it included a reduction of the failure rate by 10% allowing ACHS to be Level two. The following are pass rates for subgroups in Science:

Economically Disadvantaged: 59%

Students with Disabilities: 41%

Black Students: 52%

Hispanic Students: 65%

Multi-Race Students: 77%

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).*

ACPS SSP 2024-2025

Using a tiered system of support model, the school support team uses data-based problem-solving to support students and ensure they receive the correct level of support to learn and grow. In order to meet the needs of the identified students as well as mitigate barriers impacting outcomes the school support team has identified several evidence-based strategies to support student outcomes. The following strategies provide all students the opportunities to meet challenging academic standards in positive and safe learning environments with support necessary to address learning gaps.

1. Teachers will collaborate to create common assessments, intervention/remediation materials, discuss strategies to use when reteaching, etc.
2. Teachers will use the PLC time to discuss data and use this data to identify skill areas needing remediation and intervention.
3. Develop a plan for improvements in school climate, performance, and teacher retention through intentional measures geared toward sustaining manageable workloads while maintaining high expectations.
4. Teachers will assess how they've implemented the strategies they've learned during their professional learning. This reflection will help them gain a better understanding of what methods are effective in their classroom teaching, ultimately enhancing student success.
5. Breakfast is eaten in the classroom by students. Research has shown that providing free breakfast as well as allowing students to eat breakfast in the classrooms has significantly increased the number of students who eat breakfast and has also increased attendance rates.
6. Send parents daily absence updates and make contact about attendance summaries.

To determine the effectiveness of these strategies, a progress monitoring system will be implemented in order to evaluate how effective the system is at identifying students who need assistance, responding to their needs, and improving student outcomes.

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, or 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
- FCCLA
- Student Council
- Superintendent's Advisory Committee
- Student School Board Representatives
- National Honor Society Officers

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 34 varsity sports teams and extracurricular activities. Those who 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.

Lancer Center

Amherst County High School is in year four of implementation of the Lancer Center.. 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. Partnerships with Virginia College Advising Corps and GRASP allow students to have access to experts in the fields of college applications and scholarships.

Summer Opportunities

During the summer of 2024, ACHS offered a broad range of programs. Examples of these programs are: 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. SOL Remediation concentrated on Algebra 1, World History 1, Biology, 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 Biology II Ecology class received remediation for the Biology SOL. Students who qualified for an expedited retake in the August, one-week summer session, were remediated and retested as well in Algebra 1, Biology, 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. Seniors in need of social studies verified credits were offered remediation in the area of United States/Virginia History 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 Algebra 1, Biology, Reading, Writing, and CTE Workkeys tests. Teachers will tutor during their duty period as well as hire retired teachers to tutor. After School Tutoring will begin in Quarter 2 and will target all four core content areas,, 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.

Goals and Action Steps

Please contact the building administrator if you would like more information about the School Support Plan and related goals and action steps.