



Amherst County Public Schools Comprehensive School Improvement Plan For:

AMELON ELEMENTARY

132 Amer Circle, Madison Heights, VA 24572

434-528-6498

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

2023-2024

The following individuals assisted in creating this plan:

Individual	Title
Lea Gray	Principal
Merredith Watkins,	Assistant Principal
Lynette Brooks	Media Specialist, Resource Teacher
Ashley Hutchinson	ATSS Coach, Title I Teacher
Victoria Grieser	Title I Lead
Ashley Johnson	Science Lead, 3rd grade lead
Nicole Jordan	Math Lead, 2nd grade Lead
Lisa Hildebrandt	Kindergarten Lead
Kristin Walker	4th grade lead
Merritt Gray	1st grade Lead
Susan Williams	5th grade Lead
Brittany Hall	Sped Lead
Wanda Smith	Division Representative
Natalia Cecil Rachel Baker	Division Representative School Counselor



Every Child, Every Day, Whatever It Takes!

School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	415	Poverty	54%	Other	11%
Attendance Rate	17.03%	White	58%	Special Education	21%
Graduation Rate		Black	24%	English Learners	3%
Accreditation Status	Accredited	Hispanic	4%	Gifted	4%
Title I Model <small>Schoolwide Program (SWP) Targeted Assistance (TA)</small>	SWP	Asian	>1%		

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)
Kindergarten	4		2		2	1
1st grade	4	1		2	1	
2nd grade	4		1	1	2	
3rd grade	4	2		1	1	1
4th grade	4	2		1	1	2
5th grade	4	2	1		1	3
Special Ed	7	2	2	1	2	2
Title I	3			2	1	
Total	34	9	6	8	11	8

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 follows our county wide detailed Literacy Plan in regards to instruction. This is based on the English Standards of Learning and research based strategies. 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, and PALs assessments in grades K-5. In addition to whole group instruction, small group instruction is administered on a daily basis. Students work both collaboratively and independently to adhere to overarching objectives. Title 1 reading services are provided school wide as we have three specialists on site. Our specialists work across K-3 to provide intense support to our students that are targeted for services. We are implementing the LEXIACore5 program in grades 4-5 with monitoring from the title 1 specialists to provide support for those students. 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, both as whole group instruction and small group 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, and VKRP in Kindergarten. Additionally, each teacher is responsible for evaluation 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. The 2021-2022 school year was the first full year of tier 1 implementation and we continue to build our tier 1 and begin to implement tier 2 supports as we promote our expectations of: Respect, Responsibility, and Safety.

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

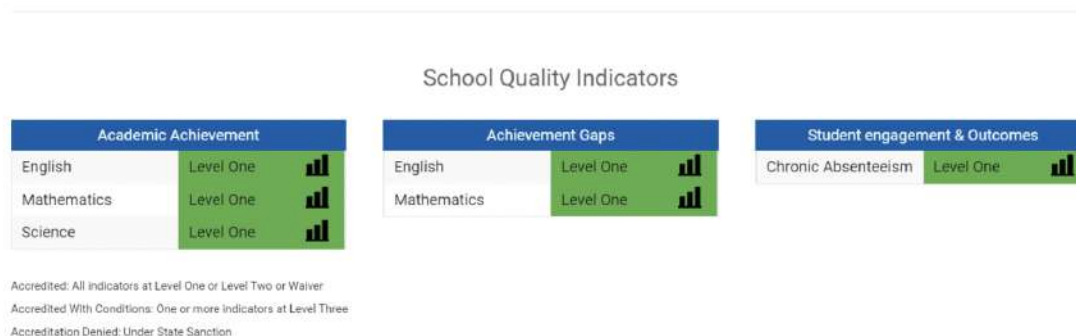
Enrichment classes are provided to our students at all grade levels through our Talented and Gifted program. In addition, our Enrichment teacher also works with our Adaptive Special Education programs to provide additional enrichment to those students. Our school offers Title 1 intervention for reading, remediation, and PALs reinforcement. All teachers avail themselves, as needed, to provide one-on-one assistance with students throughout the school year. Technology, STEM, and Coding classes for all grade levels are also provided by the ITRT teacher.

For the 2023-2024 school year, Amelon will be implementing our division program Building Bridges to Success from 10:30-11:15 daily. This program will be focused on providing high intensity tutoring to students in Grades 3-5 with a focus on accelerated learning in reading and math. In addition, on Fridays from 10:30 – 11:15 we will be implementing across K-5, an extension lesson each week to incorporate Science, Real World Applications, Math, and Reading into a project based activity to extend student learning.

Needs Assessment Process (*Component 1*)

Leadership team utilized the CNA workbook along with SOL data, PALS data, VKRP, and growth assessment data to identify areas of strength and weaknesses.

2022–2023



2023–2024



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

Our school has demonstrated incremental growth on SOL testing in the previous three years. 2018/2019 school year performance resulted in a Full Accreditation status for the second year in a row. During the 2021–2022 school year, we received Full Accreditation and retained Level 1 status in all areas due to the growth that our students have shown over the year and our three year averages. We received Full Accreditation in 2022–2023.

2023–2024

We currently have continued to see growth in our students which has resulted in accreditation.

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

2022–2023

When looking at our raw data (minus the growth), we show areas of weakness in overall reading with the exception of our gap group of two or more races. In addition, we show a significant weakness in science with a 54.29% pass rate. Another area of improvement is chronic absenteeism with a rate of 19.31%. Upon review of our PALs data, we have seen an increase in students ID'd due to spelling specifically in grades 3–5.

2023–2024

When looking at our raw data (minus the growth), we show areas of weakness in overall reading with an increased deficiency in our gap groups. Data also indicates that raw data in our math scores are below the benchmark with a significant weakness in progress for our students with disabilities. In addition, we show a significant weakness in science with a 40.32% pass rate. Another area of improvement is chronic absenteeism with a rate of 17.03%. When looking at all gap groups in both reading and math, we saw a decrease in students that passed with recovery and growth. We did see an increase of 8 students pass in Reading in our raw pass scores. Math is an overall weakness and a decrease in achievement across all gap groups.

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

As a school we will be focused on targeted and intentional instruction through small groups as well as continued focus on alignment of lessons, instruction, activities, and assessments. Intentional use and alignment with the division wide Literacy Plan as well as with our Phonics Scope and Sequence will also be an area of focus at Amelon. Our Title I team will work with students that have ID'd on PALs as well as provide coaching support for teachers in the implementation of our small group instruction and phonics instruction. Family nights will be incorporated throughout the school year to encourage engagement and provide resources to parents. Implementation of our ATSS tier 1 support services will focus on decreased behavior as well as an increase in positive recognition for the 3Rs (resilience, responsibility, and respect) as well as increase engagement to address our chronic absenteeism. Quarterly incentive activities and recognitions throughout the quarter will also address these areas of need.

For the 2023-2024 school year an adjustment to school wide expectations were made to include safety rather than respect (resilience, responsibility, and safety) as a result of the analysis of referral data. In addition, we reviewed the expertise of staff and made some changes in assignment based on strengths for instruction. There was also an additional position added to accommodate larger class sizes in second grade.

Budget Implications (*Title I Parental Involvement*)

Our Title I Budget will provide three highly-qualified reading specialists as well as access to a math specialist within the building. For parental involvement, we will hold literacy events and worksheets to provide parents with information and skills on how to help their children at home.

Goals and Action Steps

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