



Amherst County Public Schools School Support Plan Executive Summary:

2024-2025

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The following individuals assisted in creating this plan:

Name of Stakeholder	Department/Office	Title
Natalia Cecil	Division Office	Coordinator of School Improvement
Dr. Marvin McGinnis	Division Office	Supervisor of Innovation, Learning, and Humanities Summer School
Team Members: Academic Supports Data Review		
Lea Gray (Lead)	Principal	Principal
Nicole Jordan (CoLead)	Title 1	Teacher
Jessica Burks	Grade 4	Teacher, Science Lead
Ashley Johnson	Grade 3	Teacher, Math Lead
Caroline Lewis	Grade 4	Teacher, History Lead
Team Members: Staffing Supports Data Review		
Merredith Watkins (Lead)	Assistant Principal	Assistant Principal
Merritt Gray	Grade 1	Teacher
Anna Trapp	Grade 3	Teacher
Jessica Stinnett	Office	Secretary/Bookkeeper
Lynette Brooks	Library Media	Library/Media Specialist
Team Members: Organizational Learning Supports Data Review		
Brooke Glass (Lead)	Title 1	Teacher
Lea Gray	Principal	Principal
Elizabeth Brown	Grade 3	Teacher

Kristin Walker	Grade 4	Teacher
School Climate Supports Data Review Team Members		
Victoria Grieser (Lead)	Title 1	Teacher
Merredith Watkins	Assistant Principal	Assistant Principal
Rachel Baker	School Counseling	School Counselor
Chase Overholser	Resource	PE Teacher
Sara Nelson-May	Special Education	Teacher
Ava Torres	Student Leadership	Teacher, Student Leadership Lead



“Every Child Everyday, Whatever It Takes.”

Executive Summary

Needs Assessment Process *(Component 1)*

During the spring, summer, and through the first month of the school year, lead teachers in grades K - 5, resource teachers, and school administrators at Amelon Elementary 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, 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 corresponding plan to follow.

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

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

English:

In grade K-2, the comprehensive needs assessment indicated that there has been an increase of students ID'd on spring PALS assessments in grades 2 and grades 3. The comprehensive needs assessment also indicates that students in grades 3 -5 have declining scores on reading SOL assessments. In addition, a significant area of concern applies to the performance of students that are identified in the students with disability subgroups as well as those in the economically disadvantaged subgroups.

PALS Data

School	On/Above	Spring 23 ID	On/Above	Spring 24 ID
AMEL	63%	29%	57%	29%
K	82%	13%	75%	20%
1	46%	32%	49%	30%
2	65%	38%	79%	42%
3	76%	28%	70%	38%

Testing Year

Subgroup	20-21 RPR	20-21 FPR	21-22 RPR	21-22 FPR	22-23 RPR	22-23 FPR	23-24 RPR	23-24 FPF
All	59	82	58	78	58	78	55	78
Asian	-	-	-	-	100	-	-	-
Black	54	75	48	78	45	71	49	77
His	-	-	-	-	-	-	-	-
White	62	85	63	78	63	82	57	78
MR	57	80	60	82	50	58	53	73
SWD	48	68	50	76	41	65	49	61
ED	55	81	54	75	55	79	55	76
EL	-	-	-	-	-	-	-	-

Math:

Our comprehensive needs assessment indicates a strength in the majority of student's scoring on or above benchmark in the VKRP. The comprehensive needs assessment indicates a decline in math scores on the math SOL assessments for grades 3-5. A significant area of concern is the failure to successfully pass the SOL assessment for students that fall in the following two subgroups: Students with disabilities and multiple races.

Spring VKRP Math Data

(Math)	%Below Benchmark	%On/Above Benchmark
All K	13%	87%

Testing Year

Subgroup	21-22 RPR	21-22 FPR	22-23 RPR	22-23 FPR	23-24 RPR	23-24 FPF
All	55	84	60	76	54	75
Asian	-	-	100	-	-	-
Black	41	78	45	65	44	74
White	61	84	64	79	57	75
MR	36	93	50	58	44	75
SWD	38	63	42	54	44	64

ED	45	78	51	73	47	66
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Science:

The comprehensive needs assessment shows a reduction of failure on the Gr 5 Science SOL by 10%. However grade 5 students are still below the state required benchmark for Science.

Student Groups:
Testing Year

Subgroup	21-22 RPR	21-22 FPR	22-23 RPR	22-23 FPR	23-24 RPR	23-24 FPR
All	54	54	38	40	46.5	50
Asian						
Black			25			
His			67			
White			42			
MR			50			
SWD			14			
ED			32			
EL			33			

*Subgroup data was not collected for this content area.

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

Using a tiered system of support model, the school support team uses data-based problem solving to support students and ensure they receive the right level of support to learn. In order to meet the needs of the identified 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 supports necessary to address learning gaps.

EVIDENCE-BASED STRATEGY DESCRIPTIONS

1. Positive behavioral interventions and supports (PBIS) is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students
2. Universal free meal programs are linked to better attendance.
3. Mentoring and tutoring programs, deployed to address pandemic learning gaps, can also provide opportunities for students to build relationships and connections that keep them coming back to school regularly.

4. Develop a data-driven culture, and make data part of an ongoing cycle of instructional improvement using their data to set learning goals.
5. Uses 5 different strategies for improving students' mathematical problem solving in grades 4 through 8. Teachers, math coaches, other educators, and curriculum developers who want to improve the mathematical problem solving of students are guided to prepare, expose, and support reflection of practical mathematical concepts.
6. Teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content-area classes such as science and social studies.
7. Use strategies to enhance students' motivation to read and engagement in the learning process. Teachers should help students build confidence in their ability to comprehend and learn from content area texts, as well as make literacy experiences more relevant to students' interests, everyday life, or important current events.
8. CALI is a content-based method for literacy instruction that incorporates the use of content specific passages during the literacy block.

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

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

Before: Amelon Elementary School will offer a before school program twice a week from November to April. Students will have the opportunity to receive targeted instruction and support for two hours each week in reading, math, and science. From November to January, this opportunity will target students that have been identified in the comprehensive school needs assessment as high risk (those that performed below proficiency in K-2 VALLS, 3-5 Reading and Math SOL assessments, and students identified in the students with disability, multiple races, and economically disadvantaged subgroups. In addition, students that were identified last year as being chronically absent as well as those at risk of chronic absenteeism this year will be invited to attend the program. In January, the program will be made accessible for all students in each grade level.

During: Amelon Elementary School's master schedule includes the following:
K-5 a minimum of 120 minutes of ELA. In addition, a 45 minute ELA intervention time is accessible for all students in each grade level. Each grade level also has a minimum of 60 minutes of Math instruction in addition to a 20 minute intervention that is accessible to all students.

SUMMER: A summer program, focusing on Reading and Math, is also planned collaboratively with all ACPS elementary schools.

All strategies will be evaluated by specific student and staff measures related to each domain that can be found in the school support plan.

Budget Implications (Title I Parental Involvement)

Title I funding will be allocated to the following:

Provide support and resources for parents regarding how to support their students at home.

Provide evening events for students and families to participate in educational experiences in the fields of reading, math, and science.

Additional instructional support through three Title 1 teachers, 2 EIRI instructors, as well as division literacy coaches and math instructional coaches.

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.