



Amherst County Public Schools Comprehensive School Improvement Plan For:

Elon Elementary School
147 Younger Drive
(434) 528-6496
<http://elon.amherst.k12.va.us/>
2021-2022

The following individuals assisted in creating this plan.

Individual	Title
Kim Scott	Principal
Lelia Saunders	Assistant Principal
Paige Breeden	School Counselor
Joy Kurko	Reading Specialist
Melanie Tinsley	Reading Specialist
Julianne Albert	ACPS Coordinator of Special Education
Jill Guill	ACPS Math Instructional Support Specialist
Jennifer Morcom	Kindergarten Teacher
Charity Brown	First Grade Teacher
Veronica Tuggle	Second Grade Teacher
Melissa Busse	Third Grade Teacher
Sonya Sharpe	Fourth Grade Teacher
Greg Lipscomb	Fifth Grade Teacher
Jim Battle	Special Education Lead Teacher



S.O.A.R.ing Eagles (Be Safe, On Task, Accountable, and Resilient)

School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	340	Poverty	41%	Other (Two or more categories & American Indian)	7%
Attendance Rate		White	79%	Special Education	14%
Graduation Rate		Black	10%	English Learners	2 students
Accreditation Status		Hispanic	3%	Gifted	1%
Title I Model <small>Schoolwide Program (SWP) Targeted Assistance (TA) Not Applicable (N/A)</small>	SWP	Asian	1 student		

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	X			XX	X
1st Grade	3			XX		X
2nd Grade	3		X		X	X
3rd Grade	3			XX	X	
4th Grade	3			X	XX	
5th Grade	3		X		X	X
Special Education	3	X	X	X		
Resource	5		X	X	XXX	
Counselor	1	X				
Reading Specialists	2			X	X	
Total						

Executive Summary

Division Demographic and Curriculum Overview

**Describe the community and demographic makeup of the community in which the school is located. Include division & specific information regarding programs offered to students.*

Elon Elementary is located in a rural community in Madison Heights, VA. Administration was increased to both a principal and assistant principal due to increased enrollment over the past few years. In addition, we also gained an additional full-time reading specialist, bringing our total to two full time reading specialists.

Increased collaboration and grade level structural changes have allowed for increased instructional time in both reading and math within our master schedule. These changes occurred in an effort to address the critical Covid slide with student learning over the past two years. Reading block range with an increased time of 1.5 hours to 1 hour and 45 minutes. Grades K-2 also have a daily separate writing block. Grades 3-5 integrate writing across content and embed process writing within their literacy blocks. Math blocks have increased in time to approximately 1 hour to 1 hour and 30 minutes (K-5).

We are fortunate to be able to collaboratively plan with K-2 and 3-5 teachers given that we now have two reading specialists who are able to share and divide responsibilities as student needs are identified based on areas targeted by PALS. Featured PD and follow-up discussions take place across grade levels with reading specialists, teachers, and administration each week during PLC. Due to Covid slide and summer slide phenomenon, students have experienced significant learning loss. We want to continually work together to equip teachers with the “tools” they need to successfully implement quality reading instruction.

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

**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.*

Before: Due to Covid restrictions and health mitigation strategies currently in place, we do not have any before school extended learning opportunities.

During: We are currently embedding schoolwide remediation and intervention within the school day in the content areas of reading and math for the Fall 2021–Spring 2022 school year. Weekly PLC discussions take place across grade level to evaluate current strategies and practices, adapt to student needs by making schedule changes, and communicating updated instructional resource materials necessary to successfully implement interventions. We will monitor data to check the status of student learning and reflect on teaching practices.

During/Potentially After School: We are also exploring and implementing Meaningful Watershed opportunities with our recurring Trout in the Classroom learning experience for our students. We are working together to implement a new school division initiative called the

5Cs. As a result students and teachers, led by our 3rd grade team will collaborate, communicate, think creatively, critically, and develop a meaningful understanding of citizenship. Once successfully completed, in Spring 2022, the trout will be released collectively throughout the school division.

Needs Assessment Process (Component 1)

**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.*

READING:

Leadership team members reviewed Spring 2021 PALS data and Fall 2021 PALS data to identify targeted areas of need for our students. The most recent PALS data showed that 38% of our students did not meet the benchmark and will receive Title I services. Based on our 3 year trend, each year the total percentage of students identified by PALS has increased from 19% in Fall 2019 to 27% in Fall 2020, to 38% in Fall 2021. The greatest % reflecting this year, Fall 2021 due to the Covid slide.

MATH:

Upon reviewing the MAPS Math assessment data, Spring 2021 and Fall 2022, the following area was identified:

Weaknesses across grade levels were identified. Overall computation and estimation was identified as an overall common weakness for grades Kindergarten through Fifth Grade. Given the Covid slide, with student loss of learning, we identified Number and Number Sense as the focus area for grades K-2. The focus area for grades 3-5 will be Computation and Estimation.

Fall 2021 MAPS data shows avg. RIT score for Number and Number Sense in grades K-2:

Kindergarten: 139

1st Grade: 158

2nd Grade: 171

Fall 2021 MAPS data shows avg. RIT score for Computation and Estimation in grades 3-5:

3rd Grade: 179

4th Grade: 192

5th Grade: 203

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

**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*

READING

Over a 5 year trend, 4th grade has maintained the lowest percentage of students identified by PALS with necessary literacy support provided. The increased percentage of students identified Fall 2020 and Fall 2021 are due to the Covid slide.

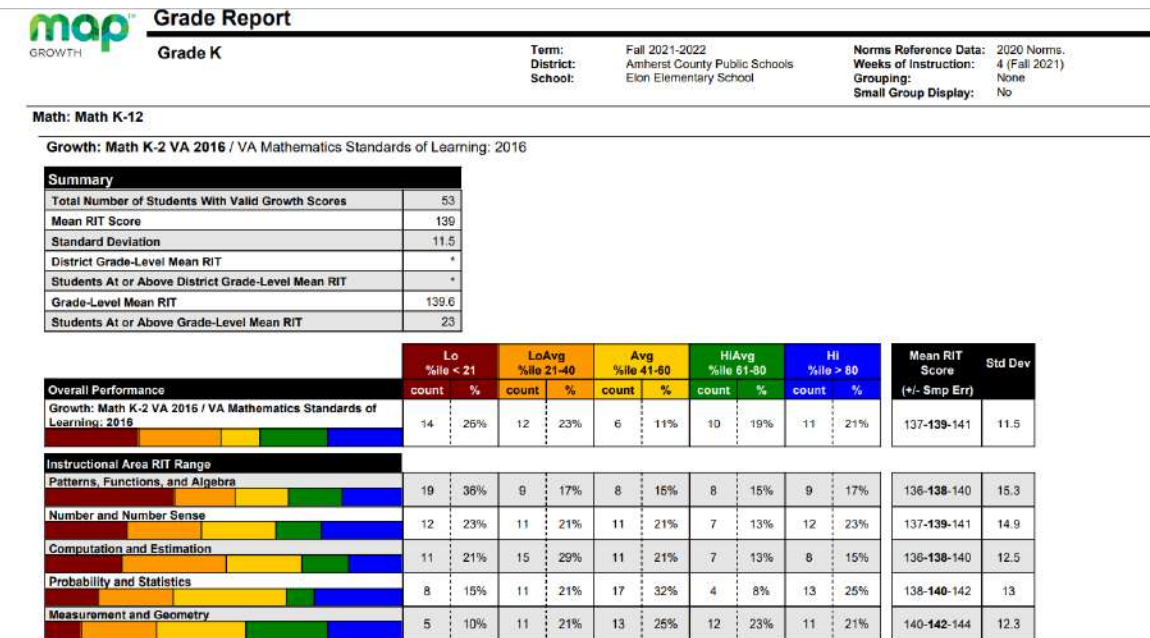
ELON					
Grade	Percentage ID - Fall 2017	Percentage ID - Fall 2018	Percentage ID - Fall 2019	Percentage ID - Fall 2020	Percentage ID - Fall 2021
4	10%	6%	8%	18%	31%

Fall 2021 PALS data shows 81% of our current 4th grade students tested on or above grade level. 72% of our current 5th grade students tested on or above grade level.

Elon Elementary School PALS Data Fall '21											
	Student Total	Above #	Above %	On #	On %	Below #	Below %	IDd #	IDd % (of those tested)	Not tested #	Not tested %
Elon 4 - FALL	52	29	56%	13	25%	10	19%	16	31%	0	0%
Elon 5 - FALL	51	29	57%	8	16%	14	27%	15	29%	0	0%

MATH

Fall 2021 MAPS Math Testing Data showed an identified strength with 30% of our Kindergarten students scoring low to low average in the Measurement and Geometry strand.



Collaborative Planning & Scheduling

Increased collaboration between general education teachers and special teachers, along with grade level structural changes have allowed for increased instructional time in both reading and math within our master schedule. These changes occurred in an effort to address the critical Covid slide with student learning over the past two years. Reading block range with an increased time of 1.5 hours to 1 hour and 45 minutes. Grades K-2 also have a daily separate writing block. Grades 3-5 integrate writing across content and embed process writing within their literacy blocks. Math blocks have increased in time to approximately 1 hour to 1 hour and 30 minutes (K-5).

We are fortunate to be able to collaboratively plan with K-2 and 3-5 teachers given that we now have two reading specialists who are able to share and divide responsibilities as student needs are identified based on areas targeted by PALS. Featured PD and follow-up discussions take place across grade levels with reading specialists, teachers, and administration each week during PLC. Due to Covid slide and summer slide phenomenon, students have experienced significant learning loss. We want to continually work together to equip teachers with the "tools" they need to successfully implement quality reading instruction.

DISCIPLINE/Behavior Incidents

Overall discipline dropped significantly in 2020-2021 as a result of decreased enrollment of students participating in person at school, hybrid learning structures in place.. The remainder of students enrolled at Elon Elementary participated in the ACPS Virtual Academy as a result of the COVID-19 pandemic.

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

**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*

Annual accreditation is waived for Elon Elementary School for the 2021-2022 school year due to the continuing impact of the of COVID-19 pandemic on our school and students.



Snipped Image Captured from: [SCHOOL QUALITY PROFILES](#)

Elon Elementary

GENERAL SCHOOL INFORMATION
Category: Elementary (PK-05) School
Phone: 434-528-6496
Address: 147 Younger Dr Madison Heights, VA 24572
Principal: Kimberly A Scott
Superintendent: Dr. Robert Arnold
School Number: 760
Region: 5
Division: [Amherst County Public Schools](#)
Division Number: 5
Division Website: [Division Website](#)

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

A Google Map showing the location of Elon Elementary at 147 Younger Dr, Madison Heights, VA. The map includes a red pin at the school location, a blue pin for Elon Baptist Church, and a blue pin for Leap of Faith Boutique VA. The map also shows Virginia Byway and nearby roads like 652, 703, and 797. The Google logo is visible at the bottom of the map area.

147 Younger Dr
[View larger map](#)

Elon Baptist Church

147 Younger Dr, Madison Heights

Virginia Byway

Leap of Faith Boutique VA

RMMap data ©2021

User note: Updated information for some School Quality Profile reports is not available due to the closure of schools in 2019-2020 and the continuing impact of COVID-19 on Virginia schools during the 2020-2021 school year.

ACCREDITATION

2021 Accreditation Status: **Accreditation Waived**
Accreditation Status Last Year: **Accreditation Waived**
Annual Waiver: **2019 through 2021**

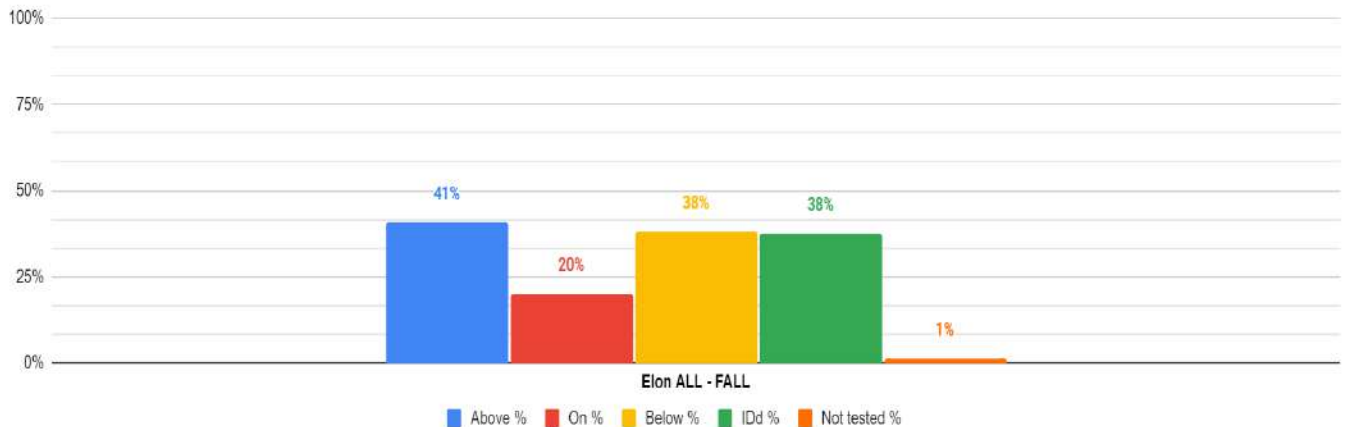
Annual accreditation is waived for all Virginia public schools for the 2021-2022 school year due to the continuing impact of the of COVID-19 pandemic on schools and students.

LITERACY

Current PALS Data Analysis (Fall 2021)

Elon Elementary School PALS Data Fall '21											
	Student Total	Above #	Above %	On #	On %	Below #	Below %	IDD #	IDD % (of those tested)	Not tested #	Not tested %
Elon K - FALL	56	5	9%	29	52%	19	34%	17	32%	3	5%
Elon 1 - FALL	64	17	27%	8	13%	39	61%	22	34%	0	0%
Elon 2 - FALL	55	19	35%	3	5%	32	58%	28	52%	1	2%
Elon 3 - FALL	59	38	64%	7	12%	14	24%	27	46%	0	0%
Elon 4 - FALL	52	29	56%	13	25%	10	19%	16	31%	0	0%
Elon 5 - FALL	51	29	57%	8	16%	14	27%	15	29%	0	0%
SCHOOL -WIDE											
Elon ALL - FALL	337	137	41%	68	20%	128	38%	125	38%	4	1%
*Students not tested due to IEP exemption or quarantine.											

Elon School-Wide PALS - Fall '21



(5 year) PALS Fall ID Trends

ELON					
Grade	Percentage ID - Fall 2017	Percentage ID - Fall 2018	Percentage ID - Fall 2019	Percentage ID - Fall 2020	Percentage ID - Fall 2021
K	19%	15%	32%	18%	32%
1	6%	19%	21%	32%	34%
2	15%	25%	27%	49%	52%
3	6%	14%	17%	32%	46%
4	10%	6%	8%	18%	31%
5	31%	27%	8%	11%	29%
TOTAL	15%	18%	19%	27%	38%

Based on current year's PALS Data Analysis, 38% of students were identified by PALS as needing additional reading intervention. The instructional reading level of each individual student will be addressed. The students will receive differentiated instruction based on their individual needs. Identified areas include decoding, phonemic awareness, phonics, encoding and comprehension.

MATH

Number and Number Sense: K-2

Grade	Fall 2020 RIT Mean score for N&NS	Spring 2021 RIT Mean for N&NS	Lo	Lo Avg	Avg	Hi Avg	Hi	Fall 2021 RIT Mean score for N&NS	Spring 2022 RIT Mean Target for N&NS
K	146	157	12	11	11	7	12	138	151
1st	159	173	13	13	13	10	11	159	174
2nd	170	194	13	14	13	4	6	171	188

Computation and Estimation: 3-5

Grade	Fall 2020 RIT Mean score for Comp & Est	Spring 2021 RIT Mean for Comp & Est	Lo	Lo Avg	Avg	Hi Avg	Hi	Fall 2021 RIT Mean score for Comp & Est	Spring 2022 RIT Mean Target for Comp & Est
3rd	177	199	21	13	10	8	3	179	188
4th	196	206	17	10	8	11	4	192	202
5th	207	215	13	13	12	7	5	203	213

Each grade level, along with leadership team members reviewed current Fall 2021 MAPS Math data and determined our focus areas would be Number and Number Sense for grades K-2 and Computation and Estimation for grades 3-5. Strong number sense helps to build a foundation for mathematical understanding. Focusing on number sense in the younger grades helps build the foundation necessary to compute and solve more complex problems in older grades-computation and estimation.

Fall 2021 MAPS data shows avg. RIT score for Number and Number Sense in grades K-2:

Kindergarten: 139

1st Grade: 158

2nd Grade: 171

Fall 2021 MAPS data shows avg. RIT score for Computation and Estimation in grades 3-5:

3rd Grade: 179

4th Grade: 192

5th Grade: 203

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

**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)*

LITERACY:

Current data analysis for the 2021-2022 school year reflects the following outcome practices necessary to implement. The instructional reading level of each individual student will be addressed. The students will receive differentiated instruction based on their individual needs. Identified areas include decoding, phonemic awareness, phonics, encoding and comprehension.

We recognize: Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status. (Gillon, 2004)

Elon Elementary has selected several instructional resources to provide systematic and explicit literacy instruction:

- Heggerty Phonemic Awareness Implementation & Materials (K-1) & (Grades 2 & up based on need)
- Really Great Reading (K-2) Heart Words for High Frequency Words (English Dashboard resource)
- Bridge the Gap (2-5)
- Word Chain (K-5)
- Raz Kids (2nd grade)
- PALS Quick Checks (K-5)
- (K-5) Orthographic Mapping with Pop-it Spelling using popper fidgets, paddles (K-2), and other manipulatives.
- ACPS English Dashboard access for additional instructional support based on teacher need.

MATH:

Strong number sense helps to build a foundation for mathematical understanding. Focusing on number sense in the younger grades helps build the foundation necessary to compute and solve more complex problems in older grades-computation and estimation. Computational thinking can be defined as the process of taking a difficult problem and breaking it apart into multiple little problems which we know how to solve.

Strategies, practices and resources include:

- Update and increase supply of appropriate math instructional resources, programs/websites & manipulatives.
- IXL & Math Facts Pro utilized on a daily basis. Concrete to abstract daily practice
- Math Spirals weekly
- Weekly formative assessments

- Small Group Instruction
- Teachers access the Math Dashboard weekly/monthly.
- (Grades K-2) 180 Days of Number Sense Routines (Daily Math Warm Up)
- (Grades 3-5) Math Word Problem of the Day (Resource Folder provided)

MAPS Math Data analysis from 2020-2021 and current Fall 2021 has contributed to our goals for the 2021-2022 school year as the following:

- Kindergarten, 1st, and 2nd grade students will gain improvement in the Number and Number Sense strand, as measured by 10% increase in the MAP grade level RIT score.
- 3rd, 4th, and 5th grade students will gain improvement in the Computation and Estimation strand, as measured by 5% increase in the MAP grade level RIT score.

DISCIPLINE: Behavior Incidents

Our school has been working on a framework to establish the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students. The ideas found on this matrix are a combination of staff, student, and parent input. The input is regarding expectations designated for each focus area within specific locations. School discipline data has also contributed to the focus areas.

	All locations	Classroom	Hallway/ bathroom	Bus	Outside	Hybrid locations -- gym, cafeteria, library
Be Safe	Social distancing (personal space) Hands and feet to self Wear a mask Identifying a trusted adult to share concerns Practice good hygiene	Stay in your designated space Walk quietly Use materials appropriately	Use the space appropriately Walk quietly to your new location Always wash hands after facility Report problems to staff Remain in your own stall	Remain in your seat Face forward Keep items inside of your backpack Talk quietly	Use equipment appropriately Respect others' space Adhere to game rules Take turns	Stay in your designated space Appropriate volume level
Be On-Task	Appropriate voice volume Know and attend to expectations Organized for success	Work quietly and neatly Come prepared to class	Use facility quickly and quietly Take care of your own business	Be ready when the bus arrives Board and exit promptly	Line up quickly when it is time to go and stay in line	Work quietly and neatly
Be Accountable	Doing the best you can do every day Taking responsibility for	Take pride in your work Turn things in on time	Keep water in sink Put paper towels in trash can Clean up after	Respect and obey the bus driver Keep your area clean	Stay within boundaries Be a team player Positive	Work to solve your own problem and if help is needed be patient (red, yellow, and green cards if

	your actions Being honest Setting goals Respect yourself and others	Do your own work Follow directions the first time they are given	yourself	Greet and thank the driver	interactions with peers	wanted)
Be Resilient	Flexibility and adapting Doing hard things/ endurance Press on Coping Working through mistakes	Complete assignments entirely and on time Learn new things Encouraging classmates Show appreciation to others Try, try again Cooperate with others	Make positive choices	Accept consequences Learn from your mistakes	Have a positive attitude Be a good sport Try new game Play with new friends Include others Solve conflicts peacefully	Use the resources available to you (text aid) to complete the assignments Be open to change

Budget Implications (Title I Parental Involvement)

**Describe how you will utilize parental involvement funds to support the goals and reform strategies outlined in your CSIP plan. The budget should also be included in your Goals and Action Steps document. *Also reference budget provides highly-qualified reading specialists and access to math support specialist in the building.*

We will work to provide safe and valuable opportunities for parents/families to increase support in the area of literacy. Approximately \$1000

Funding has allowed for highly-qualified reading specialists to work in our building full-time based on needs assessments and increased enrollment. In addition, access to the literacy support specialist and math support specialist in our building provides pertinent instructional support on a regular basis, builds teacher confidence and increases their professional knowledge.