



Amherst County Public Schools
Comprehensive School Improvement Plan For:

Madison Heights Elementary School
287 Learning Lane, Madison Heights, Virginia 24572
434-846-2151

<http://mhes.amherst.k12.va.us/>

Mr. Jeremy Hutchinson, Principal
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2022-2023

2023-2024

The following individuals assisted in creating this plan:

Individual	Title
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Mrs. Jill Guill	Division Liaison
Mrs. Clair Morck	Title I (Leadership Team)
Ms. McKenzie Givens	School Counselor
Ms. Krista Freed	PreK Teacher (Leadership Team)
Mrs. Dana Lewis-Brown	Kg. Teacher (Leadership Team)
Mrs. Tami Gilliatt	First Grade (Leadership Team)
Ms. Leslie Cann	Second Grade (Leadership Team)
Mrs. Brooke Miller	Third Grade (Leadership Team)

Mr. Josh Adams	Fourth Grade (Leadership Team)
Mrs. Renee Farmer	Fifth Grade (Leadership Team)
Mrs. Betsy Thomas	Special Education (Leadership Team)
Mrs. Suzanne Bondurant	Math Lead (Leadership Team)
Mr. Josh Adams	Science Lead (Leadership Team)
Ms. Jessica Harris	ATSS (Leadership Team)



School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	430	Poverty	74%	Other	14.6%
Attendance Rate	25%	White	49.3%	Special Education	14.6%
Graduation Rate	N/A	Black	26%	English Learners	10%
Accreditation Status	Accredited	Hispanic	10%	Gifted	1.4%
Title I Model <small>Schoolwide Program (SWP) Targeted Assistance (TA)</small>	SWP		0%		

Not Applicable (N/A)		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)
PreK	6	1	2	3	0	2
Kindergarten	4	1		1	2	1
First	4	1	1	1	1	1
Second	3	1	0	2	0	0
Third	3	1	1	1	0	1
Fourth	3	1	1	1	0	1
Fifth	4	1	2	1	0	3
Student Support (SPED/TITLE)	3 SPED 4 Title	2 SPED		3 Title	1 SPED 1 Title	1 SPED
Resource	5	3	1	1		0
Total	39	12	8	14	5	10

Executive Summary

Division Demographic and Curriculum Overview

Amherst County is a rural county located in Central Virginia with a population of approximately 31,605. It is the 39th most populated county in VA. In 2019, the median household income was \$52,888 yet 13% of the residents live in poverty. Approximately 1/4 of the population range in age from birth to 19. Amherst County Public Schools has a total of 6 elementary, 2 middle, and 1 high school serving approximately 4,000 students from PK-12. Instructional curriculum includes content for reading, math, science, and history. Various degrees of these programs are offered to benefit the diverse learning levels of all students (i.e., advanced placement, gifted, regular programs, and special education programs). According to the 2019 US Census Bureau's American Community Survey (5 year average), some of the community challenges are the high rate of poverty, unemployment rate (approx. 5.8%), and low educational attainment. Madison Heights Elementary School (MHES) is supported by a Title I whole school program serving 430 students in grades Pre Kindergarten to 5th grade. In 2023-24, 74% of all students at MHES qualified for free and reduced lunch. Since the 2019-2020 school year, all MHES students receive free breakfast and lunch.

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

MHES is one of 6 elementary schools in Amherst County. At MHES, we offer academic programs to reinforce the Standards of Learning in each of the core content areas. In addition, our students receive daily/weekly rotations of physical education, music, art, and library. For the past five years, Madison Heights Elementary, in connection with the YMCA Power Scholar Programs, has offered a six-week summer school program for rising third through fifth grade students.

Intervention and remediation are built into the daily schedule. Other extended learning opportunities include the during school tutoring in the areas of math and reading, weekly enrichment groups with the gifted specialist, and STEAM enrichment activities with resource staff.

Each year, Madison Heights Elementary offers students the opportunity to participate in a weekly remediation program, allowing students the opportunity to strengthen reading and math skills. The program will begin in January and will conclude in May. This program will provide additional support to students in grades 3-5.

Beginning in the fall of 2023, Madison Heights Elementary will participate in the Bridge to Success Program. As outlined in the *High Intensity Academic Playbook*, tutoring is most effective when offered in a high dosage five days per week over a sustained period of time. Daily tutoring sessions will focus on providing students with opportunities to accelerate learning to make **connections from missed instruction to current grade level content and skills**. By using a variety of **hands-on opportunities**, direct, systematic instruction, and online computer based programs that target identified needs the learning gaps can be successfully bridged.

Recommendations from the *High Intensity Academic Playbook* state that students identified as “at-risk” **will receive up to 18 weeks of high-intensity instruction and students identified as “not proficient” will receive up to 36 weeks**. All tutoring provided will be delivered in-person with a ratio of 1 tutor to 10 students, with a maximum of 1 tutor to 12 students. Tutors will include licensed teachers, instructional assistants, retired teachers, and trained tutors.

Both the Virginia Growth Assessment (VGA) and the annual spring Standards of Learning (SOL) Assessments in mathematics and reading will be utilized to determine students with the highest needs for this intensive support.

ACPS developed a plan to meet the requirements of the *ALL In Tutoring* program by setting aside 45 minutes each day to provide targeted instruction to meet the identified needs of each student. This block of time for all students in Grades 3-8 will be called the Amherst County Public Schools **“Show Up and Engage: Building Bridges to Success”**.

Needs Assessment Process (Component 1)

The Madison Heights Elementary School Leadership team reviewed various data points through the previous academic year, to determine the areas of strength and improvement for the 2023-2024 school year. Members reviewed fall and spring VDOE Growth Assessment data, VDOE Standards of Learning Assessment Data (SDBQ's) along with K-5 PALs data to establish the criteria for the continuing school improvement plan.

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

The strengths at Madison Heights Elementary are many. First, our faculty and staff are resilient. Each day, they continue to strive for better instruction and student performance. Second, our continued focus on content and cognitively aligned lesson plans, instruction has improved to reflect better student achievement and/or strong student growth over the past few years. Teachers will continue to utilize the growth mindset principles in words and action as we prepare to strengthen and build positive student relationships. One area of professional development focus for the 2023-2024 school year will provide additional support on scientific investigation across all grade levels.. Since the 2017-2018 school year, Madison Heights Elementary has achieved full accreditation. During the 2022-2023 academic year,

ACPS CSIP 2023-2024

Madison Heights Elementary was accredited with conditions. This is largely due to the continuing impact of the COVID-19 pandemic. Due to the large academic gains made during the 22-23 school year, Madison Heights Elementary is Fully Accredited for the 2023-2024 school year.

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

Although Madison Heights Elementary has met State performance requirements by state standards, there remain two areas that our school will continue to grow. This year, in addition to improving overall performance in science, our school is also focusing our efforts to strengthen achievement in the areas of math and parent involvement. As a school, we have developed a plan to increase parent/guardian and community involvement activities to strengthen the home/school connection. These activities might include One Book, One School, Title I family literacy nights w/ Make it, Take it, and author visits. We are also making efforts to increase communication through grade level and school wide newsletters relaying information to parents/guardians.

Upon review of the Student Detail by Question Reports from 2022-2023 Spring Math SOL test, our school identified grade level and school wide skill specific focus/es were identified as Number/Number Sense and Computation/Estimation. In Science, SDBQ reports identified areas of improvement fell under the scientific investigation reporting category. Because of this school-wide trend, professional development opportunities, as well as the implementation of school-wide strategies will be utilized to target these areas of weakness.

Madison Heights Elementary will also place special focus on the academic progress of students identified as having a disability and Black students.

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

All grade levels have a designated intervention/remediation block built into the master schedule. In addition, weekly PLC time is dedicated to analyzing student data from common assessments to determine instructional needs of students. The Student Detail by Question Report is utilized by teachers to further identify areas of need. In addition, weekly PLCs analyze student data specific to subgroup performance to identify groups of students having difficulty, as well as to target specific skills where additional support and instruction is needed. These students receive support through Title I services and during the allotted remediation/intervention block from the classroom teachers. At the completion of the remediation cycle, a student's response to specific remediation/intervention instruction is analyzed by means of post assessments.

Other reform strategies include:

Participation in the Bridge to Success Program consisting of daily tutoring sessions focusing on providing students with opportunities to accelerate learning to make **connections from missed instruction to current grade level content and skills**. By using a variety of **hands-on opportunities**, direct, systematic instruction, and online computer based programs that target identified needs the learning gaps can be successfully bridged.

All tutoring provided will be delivered in-person with a ratio of 1 tutor to 10 students, with a maximum of 1 tutor to 12 students. Tutors will include licensed teachers, instructional assistants, retired teachers, and trained tutors.

Tier 2 and tier 3 students receive on average 30 minutes of additional small group instruction a day. PALS intervention is provided for students who are identified by PALS Fall benchmark (K-3). In addition, MHES utilizes LexiaCore5 to provide additional support as needed. These students receive additional intervention for 150 minutes a week. Ongoing Professional Development for teachers include LETRS Training, PALS webinars, and research-based comprehension based instructional strategies centered around the science of reading.

Additionally, other school reform and support strategies to support our students include: Amherst Tiered System of Support (behavior and academics); individual and small group counseling classes held by our school counselor to address various topics such as grief, social and behavioral concerns, and bullying; Madeline Center Day Treatment to assist teachers and students with behavioral strategies within the

regular school hours; Amherst Cares Backpack program which provides weekly backpacks of food to support families over the weekend; a partnership with Liberty University practicum students who provides daily tutoring assistance for our students; ACPS transitional day to support prekindergarten and kindergarten with transitioning to the beginning of school functions; End of year grade level articulations for teachers of various grade levels to discuss the strengths and needs of students moving to the next grade level; Mentoring Program in which new teachers are paired with a mentor for two years for support; Professional Learning Community Meetings which meet no less than twice a week to discuss student progress and strategies for academic support; and, the Intervention Support Team that comes together at the request of a parent, teacher, or partner in education to discuss strategies to assist students, teachers, and parents with academic, social, or emotional issues as a community of support.

Budget Implications (Title I Parental Involvement)

Plan and implement activities and events to assist with parents and school connections to support reading in grade PreK-5th. Events to include:

- One Book, One School
- Title I Reading Night w/ Make it, Take it
- School-Wide "Read Aloud Day (s)"

Each event will include an emphasis on strategies as well as the materials needed for parents to use at home to support reading.

Our budget also provides for highly-qualified reading specialists and access to math support specialists in the building. In addition, CARES funding provides access to the instructional specialist for science.

Goals and Action Steps

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