



**Amherst County Public Schools**  
**Comprehensive School Improvement Plan For:**

Monelison Middle School

257 Trojan Dr. Madison Heights, VA 24572

434-846-1307

<http://amherstmms.ss12.sharpschool.com/>

2023-2024

The following individuals assisted in creating this plan:

Individual	Title
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Kim Goins	School Counselor
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Marvin McGinnis	School Leadership Team, Division Liaison
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### School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	513	Poverty	55.16%	Other	11.3%
Attendance Rate		White	58.6%	Special Education	15% (w/o 504) 20.4% (w/ 504)
Graduation Rate	N/A	Black	23.58%	English Learners	<1%
Accreditation Status	Accredited	Hispanic	5.85%	Gifted	4.87%
Title I Model	N/A	Asian	0.58%		

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)
English	9	2	0	4	3	2
Math	7	2	0	2	3	1

Science	4	0	1	0	3	0
History	4	1	0	1	2	1
Health/PE	4	2	0	1	1	0
World Lang.	1	1	0	0	0	1
SPED	4	1	0	2	1	1
Adaptive	2	0	0	0	2	0
Fine Arts / Elective / Vocational	5	0	1	2	2	0
Total	39.5	12	2	12	15	5

## **Executive Summary**

### **Division Demographic and Curriculum Overview**

Monelison Middle School is the larger of two middle schools in Amherst County, Virginia, that feed Amherst County High School. It is situated outside the Lynchburg city limits and the student population is a mix of urban and rural. The students who live closest to the city live urban inner city lives, while the students who live further away from the city lead rural lives. As industry leaves the county, poverty is becoming more pervasive and enrollment has dropped from 699 students during the 2008-2009 academic year to 508 students during the 2015-2016 academic year, resulting in the loss of teachers and programs. Currently Monelison has an enrollment of 513 for the 2023-2024 school year. Recently a building project has started within the school district lines that will cause an increase in student population. As student enrollment rebounds, more positions are required. The school strives to retain an academic rigor and positive climate.

Monelison Middle School is the social and geographic center of the community. Because of its location on the southern end of the county one block over from the 29 South business highway, the facility is used for academic, civic, and sporting purposes. The school is regularly used as a polling place for elections. The school is adjacent to the Dixie Youth Sports Complex which attracts a steady flow of traffic through the campus. The convenient location of the school is attractive to parents who work on the southern end of the county or in the City of Lynchburg.

The over forty-year-old building has undergone a series of upgrades to the facility. The wiring

was upgraded in the last 7 years to accommodate increasing technology needs, the roof was recently replaced, and construction was completed in 2018 to upgrade the heating, ventilation, and air conditioning. Originally built as a junior high school for grades 7–9, Monelison Middle currently houses students in grades 6–8.

Students at Monelison Middle School have the opportunity to pursue a rigorous academic career which can allow them to enter high school with as many as 6 credits towards graduation. All eighth grade students take World History I and Environmental Science for a high school credit, which allows them the opportunity to explore the many academic and career technical options available to them in high school. Students who take advanced English are able to take Spanish I and advanced mathematics students have the opportunity to take Algebra I. Students are able to explore a variety of electives in the fine arts and vocational areas such as courses like; Art, Computer Apps, Agricultural Science, Career Investigations, Robotics, Music, Chorus, and Band, fine arts, and/or vocational courses as well as the school

Monelison Middle School operates on a 7 period day schedule where each period is approximately 50 minutes.

### **Extended Learning Opportunities – Before, During & After School**

TAG (Talented and Gifted) – Students that are in our TAG program are pulled weekly for further academic advancement.

Small Group/Leveled Instruction – All English and Math teachers will be offered professional development to ensure teachers are implementing more student focus vs. teacher focused instruction with fidelity. Students will be provided opportunities to engage in small group instruction in the areas of math and reading to reinforce targeted skills identified.

Robotics/Monelison TROBOTS – We have developed a Robotics group that is offered to students that excel in math and science and also have an interest level in coding and computer science. This team meets a minimum of once a week, sometimes twice a week to experience hands-on activities in the field of STEM and robotics. This group also participates in various competitions throughout the year.

Remediation – Remediation will be provided to students in core content areas starting second semester after school to help in areas of Math, English, Science, and History.

Resource Class – Resource class is scheduled as dictated in the IEP for Students with Disabilities.

Trout in the Classroom – The Science classes follow the life cycle of freshwater trout from fertilized eggs to fingerling stage; release the fish into approved watersheds. Students make

daily observations of water quality, feed the fish, record their data, and make sure that the water quality is sufficient to support trout development. Additionally, students will also participate in the James River Grant /B-Wet program.

Community learning for students with Intellectual Disabilities – Students with intellectual disabilities learn life and personal care skills in the classroom and how to negotiate public transportation, planning healthy menus and buying ingredients from the grocery store, ordering from a menu and paying the appropriate price with sales taxes. Students subsidize these excursions with simple fundraisers designed to encourage appropriate interaction with the community and reinforcing math skills by counting money and making change.

## Needs Assessment Process

Monelison Middle School utilized the following data points to review and provide input into our CSIP: parent/student/staff surveys, QRI testing data, attendance data, ATSS data on school culture and behavior, SWISS data for student behaviors, and SOL growth data. This data was used by the school leadership team to identify areas of strength and areas of improvement.

### ACCREDITATION

2022 Accreditation Status: **Accredited**  
 Accreditation Status Last Year: **Accreditation Waived**  
 Triennial Accreditation: **2019 through 2023**

#### School Quality Indicators



## Needs Assessment Findings – Areas of Strength

### English/Language Arts

#### 2022-2023

According to the English/Language Arts SOL data for the 2021-2022 school year, Monelison Middle School had a 63% pass rate. Four of the nine English teachers at the school have eight or more years experience in the classroom. All students at Monelison have two 50 minute periods that focus on Reading and Writing (with the exception of advanced 8th grade

students that go to Spanish I and advanced 7th grade students that take enrichment classes in English and/or Math)

#### 2023-2024

According to the English/Language Arts SOL data for the 2022-2023 school year, Monelison Middle School currently had a pass rate of 72%. The 2022-2023 SOL scores showed improvement in all gap groups from the previous year (Black students 57% to 62%, Economically Disadvantaged students 55% to 64%, and SWD 42% to 49%). Four of the nine English teachers at the school have eight or more years experience in the classroom. All students at Monelison have two 50 minute periods that focus on Reading and Writing (with the exception of advanced 8th grade students that go to Spanish I.

#### Math

##### 2022-2023

According to the Math SOL data for the 2021-2022 school year, Monelison Middle School had a pass rate over 75%. Students have the opportunity to use various Math programs that help teachers track data and progress.

##### 23-24

According to the Math SOL data for the 2022-2023 school year, Monelison Middle School had a 63% (a drop of 8%). This score was affected by changes in state growth calculations. Students have the opportunity to use various Math programs that help teachers track data and progress.

#### Science

##### 22-23

Students at Monelison Middle take Life Science in grade 6, Physical Science in grade 7, and Earth Science in grade 8. According to the SOL scores from the 2021-2022 school year, Monelison Middle achieved a 48% pass rate.

##### 23-24

Students at Monelison Middle take Science 6 in grade 6, Physical Science in grade 7, and Environmental Science in grade 8. This is different from previous years. According to the SOL scores from the 2022-2023 school year Monelison had a pass rate of 54% (an increase of 6%) This was a combination of Earth Science and Physical Science. Due to the changes in the Science curriculum for the 23-24 school year the score will be based solely on Physical Science.

### **Needs Assessment Findings – Areas of Improvement**

Due to the COVID loss, we continue looking at great challenges and areas of improvement in Reading, Math, and Science. Students are coming to middle school and the next grade with greater deficits due to a lack of consistent attendance and lost instructional time face to face.

### English/Language Arts

#### 22-23

According to the Reading SOL data for the 2021-2022 school year, Monelison Middle School showed discrepancies in pass rates in the subgroups of Black students, students identified as Economically Disadvantaged, and Students with Disabilities.

#### 23-24

According to the Reading SOL data for the 2022-2023 school year, Monelison Middle School, while increasing from last year, still showed discrepancies in pass rates in the subgroups of Black students, students identified as Economically Disadvantaged, and Students with Disabilities.

### Math

#### 22-23

According to the Math SOL data for the 2021-2022 school year, Monelison Middle School showed discrepancies in pass rates in the subgroups of English Learner students.

#### 23-24

According to the Math SOL data for the 2022-2023 school year, Monelison Middle School showed discrepancies in pass rates in the subgroups of Students with Disabilities.

### Science

#### 22-23

According to the Science SOL data for the 2021-2022 school year, Monelison Middle School decreased in overall scores for all students.

#### 23-24

According to the Science SOL data for the 2022-2023 school year, Monelison Middle School increased in overall scores for all students from the previous year (47.66% to 53.89%), but still is below the goal of 70%. Science is not broken down by VDOE into subgroups and only the overall student scores are used for accreditation.

### Chronic Absenteeism

### 22-23

Chronic Absenteeism increased during the 2021-2022 school year to a rate of 19.64, an increase from the previous school year.

### 23-24

Chronic Absenteeism increased during the 2022-2023 school year to a rate of 23.59% , an increase from the previous school year (19.64%)

## **Schoolwide Reform Strategies**

Monelison Middle School will prioritize targeted small group leveled instruction in Math, English, and Science during the 2023-2024 school year. Teachers will meet weekly with fidelity to collect, analyze, and use data to drive instruction in the classroom. In Science we will also prioritize hands-on or project based learning in the classroom. In addition, students will receive additional reading support through Really Great Reading used in small groups with the lowest readers to target phonics and phonemic awareness. We will initiate a school wide vocabulary initiative. In addition, implementation of TSEET writing structure will be implemented at all three grades to scaffold and provide vertical alignment for students. For math, we will implement daily usage of IXL to support fact knowledge and daily computation practice. Additional instruction for both staff and students on DESMOS will be provided as well. Our ATSS team will continue to implement a tiered systems of support and will analyze data and focus on attendance and student behavior. Acknowledgements will be school wide and focus on attendance, positive behavior, and academic reinforcement.

## **Goals and Action Steps**

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