



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/>

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2021-2022

The following individuals assisted in creating this plan:

**List the names and titles of each stakeholder who participated in developing this plan.*

| Individual | Title |
|-----------------------|--------------------------------|
| Mr. Jeremy Hutchinson | Principal |
| Mrs. Angela Pinn | Assistant Principal |
| Ms. Wanda Smith | Division Liaison |
| Mrs. Jessica Baker | School Counselor |
| Ms. Linda Moorefield | PreK Teacher (Leadership Team) |
| Mrs. Dana Lewis-Brown | Kg. Teacher (Leadership Team) |
| Ms. Jessica Harris | First Grade (Leadership Team) |
| Ms. Sandy Clark | Second Grade (Leadership Team) |
| Ms. Kelly Knapp | Third Grade (Leadership Team) |
| Mrs. Michelle Barnes | Fourth Grade (Leadership Team) |

| | |
|------------------------|-------------------------------------|
| Mr. Josh Adams | Fifth Grade (Leadership Team) |
| Mrs. Jenna Bibby | Special Education (Leadership Team) |
| Mrs. Clair Morck | Title I (Leadership Team) |
| Mrs. Suzanne Bondurant | Math Lead (Leadership Team) |
| Mrs. Altra Reid | Science Lead (Leadership Team) |



School Profile/Demographic Information

| Status for Most Recent School Year | | Student Population Percentages | | | |
|--|--------|--------------------------------|--------|-------------------|-------|
| Total Enrollment | 385 | Poverty | 89.85% | Other | 20% |
| Attendance Rate | 73% | White | 45.1% | Special Education | 13.0% |
| Graduation Rate | N/A | Black | 30.6% | English Learners | 1.8% |
| Accreditation Status | Waived | Hispanic | 3.6% | Gifted | 0.5% |
| Title I Model <small>Schoolwide Program (SWP) Targeted Assistance (TA) Not Applicable (N/A)</small> | SWP | Asian | 0.51% | | |

| 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 | 4 | | 3 | 1 | | 1 |
| Kindergarten | 3 | | | 3 | | 1 |
| First | 4 | 1 | 2 | | 1 | 0 |
| Second | 4 | | 4 | | | 1 |
| Third | 4 | 1 | 2 | 1 | | 1 |
| Fourth | 4 | 2 | 1 | 1 | | 1 |
| Fifth | 3 | 1 | 1 | 1 | | 0 |
| Student Support (SPED/TITLE) | 3 SPED 4 Title | 1 SPED | 1 SPED 3 Title | | 1 SPED 1 Title | 1 Title |

| | | | | | | |
|----------|----|---|----|---|---|---|
| Resource | 5 | 3 | 1 | | 1 | 0 |
| Total | 38 | 9 | 18 | 7 | 4 | 6 |

Executive Summary

Division Demographic and Curriculum Overview

Amherst County is a rural county located in Central Virginia with a population of 31,605. It is the 39th most populated county in VA. In 2019, the median household income was \$52,888 yet 12% 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 4,045 students from PK-12. Instructional curriculum includes content for reading, math, science, and history. Various degrees of these programs are offered to benefit the diversity learning levels of all students (i.e., advanced placement, gifted, regular programs, and special education programs). According to the 2019 US Census Bureau 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 389 students in grades Pre Kindergarten to 5th grade. In 2019-20, 89.85% 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, etc. For the past four years, Madison Heights Elementary in connection with the YMCA Power Scholar Programs has offered a six-weeks summer school program for rising first through fifth grade students. Due to the impact of COVID-19 on student learning, a summer enrichment/remediation opportunity was also offered to rising kindergarten students as well. 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 PK-5.

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 2021-2022 school year. Members reviewed spring and fall MAPS data, along with K-5 PALs data to establish the criteria for the continuing school improvement plan. The team also reviewed parent log information from the most recent parent/teacher conferences to determine the action steps for the Strand 2: School Environment-Parent Involvement.

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

The strengths at Madison Heights Elementary are many. The first is that the teachers refuse to give up and continue to strive for better instruction and student performance. Second, with the focus of content and cognitive lesson plan alignments, 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

ACPS CSIP 2021-2022

area of professional development focus for the 2021-2022 school year will provide additional support on resilience and building relationships. Since the 2017-2018 school year, Madison Heights Elementary has achieved full accreditation. Most recently, due to the continuing impact of the COVID-19 pandemic, accreditation has been waived at both the state and federal levels.

| ACCREDITATION | EVERY STUDENT SUCCEEDS ACT |
|---|---|
| <p>2021 Accreditation Status: Accreditation Waived Accreditation Status Last Year: Accreditation Waived</p> <p>Annual accreditation is waived for all Virginia public schools for the 2021-2022 school year due to the continuing impact of the COVID-19 pandemic on schools and students.</p> | <p>2021 ESSA Status: Not Identified for Support and Improvement 2021 Accreditation Status: Accreditation Waived</p> <p>2021-2022 ESSA status is based on 2018-2019 performance in accordance with Virginia's accountability waiver as approved by the U.S. Department of Education due to the cancellation of state assessments in 2020 and the impact of COVID-19 on schools.</p> |

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

Although Madison Heights Elementary has performed to meet State Standards (Fully Accredited) for two years, there remain two areas that our school will continue to work in. This year goals are to strengthen achievement in the area of reading and math, and to build a positive relationship with our parents. 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 for the 2019, 2020 Spring Reading SOL test and MAPS testing reports, our school identified grade level and school wide skill specific focus/es were identified as Drawing Conclusions/Making Inferences and Main Idea/Details. 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. Using the same report for math, we have identified the areas of number and number sense and computation and estimation.

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 benchmarks and common assessments to determine instructional needs of students. The Student Performance 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:

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). 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: Virginia 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; Harvest Outreach 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 (F2F and Virtual) 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)"
- Virtual Presentations related to reading

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.