



Amherst County Public Schools Comprehensive School Improvement Plan For:

Elon Elementary School
147 Younger Drive
(434) 528-6496
<http://elon.amherst.k12.va.us/>
2023-2024

Note: Content included in this plan for the 2022-2023 school was under the oversight of the previous school administrators.

The following individuals assisted in creating this plan:

Individual	Title
Lelia Saunders	Principal
Lori Young	Assistant Principal
Heidi Curd	School Counselor
Joy Kurko	Reading Specialist
Wanda Smith	ACPS Supervisor for Math, Science, Gifted, and Elective Programs
Jill Guill	ACPS Coordinator of Instruction & Assessments
Melissa Busse	EES Math Lead, Third Grade Teacher
Patti Givens	EES Science Lead, Third Grade Teacher
Mary Merat	Fourth Grade Teacher, Reading
Makayla Amburgey	Fifth Grade Teacher, Reading

Bonnie Ganoon	Second Grade Teacher, Math
Kristy Mays	First Grade Teacher
Lauren Balint	Art Educator
Sara Primm	EES Instructional Assistant



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	319	Poverty	36.2%	Other	
Attendance Rate		White	79.7%	Special Education	14.4%
Graduation Rate		Black	10.3%	English Learners	0%
Accreditation Status		Hispanic	2.1%	Gifted	5%
Title I Model	SWP	Asian	0%		

Schoolwide Program (SWP)
Targeted Assistance (TA)
Not Applicable (N/A)

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	2			2	2
1st Grade	3	1	1	1		
2nd Grade	3	2	1			2
3rd Grade	4			1	3	1
4th Grade	2			1	1	
5th Grade	3	2		1		1
Grade Level/Content	Number of Teachers	0-3 Years	4-7 Years	8-15 Years	>16 Years	New To School (for most recent SY)
Special Education	3		2	1		
Resource	5		1	1	3	
Reading Specialists	2			1	1	
Counselor	1			1		1
Total	30	7	5	8	10	7

School Quality Indicators



Accredited: All indicators at Level One or Level Two or Waiver
 Accredited With Conditions: One or more indicators at Level Three

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.*

Amherst County is located in Western Central Virginia. Elon is a rural community in Amherst County, Virginia, north of the city of Lynchburg. On April 15, 2018, an EF3 tornado hit the town, completely destroying multiple homes. Since that time, Elon has slowly recovered and homes have been restored.

Elon Elementary Administration 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 three years. Reading block range with an increased time of 1 hr 45 min (K-2) and 1.5 hours (3-5). Grades K-2 also have a daily separate writing block and a separate enrichment block of 30 min each. Grades 3-5 integrate writing across content and embed process writing within their literacy blocks for no less than 30 min each day. Math blocks have increased in time to approximately 1 hour and 30 minutes (K-5).

Administrators, reading specialists, special education teachers, and instructional support specialist staff from school administration collaboratively plan with K-2 and 3-5 teachers. Given the opportunity of now having two reading specialists, they 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. We want to continually work together to equip teachers with the "tools" they need to successfully implement quality 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: At this time we do not have any before school extended learning opportunities. Beginning the 2nd semester we will survey students and parents to gauge interest in possible before school extended learning opportunities in grades 3-5.

During: We continue to embed schoolwide remediation and intervention within the school day in the content areas of reading and math. 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 to determine instructional strategies moving forward in an effort to meet the needs of our students. All available teachers and support staff teach identified content skills in the area of reading and math.

During/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 the 5Cs with more fidelity. 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 2023, the trout will be released collectively throughout the school division.

Various grade levels provide after school remediation and individual tutoring for those identified Tier 2 and Tier 3 students in the areas of reading and math. Students performing significantly below their peers are monitored throughout the week to determine intervention effectiveness.

2023-2024:

With the most recent recommendations of the Governor of Virginia, the VDOE and ALL in VA, Elon Elementary will be implementing ACPS's Bridges to Success plan which provides both accelerated tutoring opportunities and extension lessons to students in grades 3-5 in the areas of Reading, Math, and Science. These opportunities are embedded in the daily

ACPS CSIP 2023-2024

schedule and will utilize both online learning platforms and the facilitation of small group lessons targeting specific, identified skill areas. Additionally, all students in grades K-5 will participate in extension lessons in the area of Science during the school day at least once a week. Tutors will monitor progress and information will be shared with classroom teachers and parents.

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.*

During the 2022-2023 school year, our team collected data in each of the three focus areas. We met weekly and collaborated in three different teams to review, discuss, and analyze the data from multiple data sources. Next steps included identifying strengths, weaknesses (areas for improvement), patterns and trends. Contributing factors were then compiled to determine potential root causes and strengths. Working through this process leads to identifying needs, priorities, and essential actions. As a result, we will utilize the CNA work(book) to develop our comprehensive school improvement plan. This will include essential actions, actions steps and how we will monitor progress and re-evaluate. We will continue to meet as a leadership team and within grade levels throughout the 2022-2023 school year to monitor and discuss progress and determine

Identified areas of need, in which attention and/or activity is directed or concentrated.

- Science
- English
- Attendance

Data Sources utilized consisted of the following:

Science:

SOL Spring 2022 SOL Data

SOL Data SDBQ Analysis

English:

PALS Trend Data Fall 2017-Spring 2022

PALS Spring 2022 Data
SOL SDBQ Data from Spring 2022
MAP Trend Data

Attendance:

PowerSchool daily attendance reporting
ATSS Meeting Agendas and initiatives
School-wide evidence of attendance initiatives

2023-2024:

Reading: Elon meets accreditation standards overall in the area of reading; however, there is great cause for concern within our subgroups. Specifically, Black students and students with disabilities are performing significantly lower than other students taking Grade 3-5 Reading SOLs. Additionally, our PALs data shows that the majority of our black students have the foundational skills required for reading as 76% of Black students were reading on or above grade level, but they are not passing their SOL tests. This information suggests we need to focus on comprehension, background knowledge, or even stamina in regards to reading rigor. Specific skill deficits were noted in the areas of *text features* and *main idea*. Through the CSIP and structured PLC processes, teachers will also continue to focus on being culturally responsive in their classrooms. If growth and recovery are removed, EES does not meet the benchmark in the area of Reading.

Science: Less than 50% of students passed the Grade 5 Science SOL. The following areas for opportunity are noted: the need for planned science investigations and hands-on opportunities during Science instruction K-5; vertical planning, specifically in grades 3-5; intentional cross-curricular exposure to science during reading and math instruction; and building vocabulary.

Math: Though EES meets accreditation standards in math for all students, including all subgroup areas, it is important to note that pass rates are trending downward and action steps should be added to the CSIP for the 23-24 school year.

Attendance: EES will continue to focus on action steps in the CSIP that promote good attendance in order to maintain accreditation standards in the area of chronic absenteeism.

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

Areas of Strength:

SCIENCE

SOL Spring 2022 SOL Data

There was an increase in pass rate overall grade level and in every gap group with data between Spring '21 to Spring '22. There was a 2% increase in pass rate for white students and 14% increase in pass rate for economically disadvantaged.

Grade 5 - Science SOL				
Elon Elementary	Frequency of Collection	3-year Identified Trends		
		2020-2021 (From 19-20)	2021-2022 (From 20-21)	2022-2023 (From 21-22)
All Science	Yearly	N/A - Covid	47%	48%
All Grade Level	Yearly	N/A - Covid	47%	48%
Black	Yearly	N/A - Covid	TS	TS
Hispanic	Yearly	N/A - Covid	TS	TS
White	Yearly	N/A - Covid	51%	53%
Multiple Races	Yearly	N/A - Covid	TS	TS
Students with Disabilities	Yearly	N/A - Covid	TS	TS
Economically Disadvantaged	Yearly	N/A - Covid	24%	38%
English Learners	Yearly	N/A - Covid	N/A	100%

SDBQ- Grade 5 - Spring 2022

4.2b (Comparing Plants and Animals 4.3a (Communities) 4.3c (niche/habitat)
4.3a Relationships between population, communities, and ecosystems) 5.6c
(matter is influenced by light) 5.8a(earth's internal energy causes movement)

Grade 5 Science SDBQ					
SOL (2010 Standards)	SOL (2018 Standards)	Percentage of Test Questions	Total # Questions	Total # Correct	Percentage Correct
4.5a	4.2b	2%	52	39	75%

4.5b	4.3a, 4.3c	2%	56	44	79%
4.5f	4.3a	2%	52	39	75%
5.3e	5.6c	2%	56	47	84%
5.7d	5.8a	2%	52	41	79%

2023-2024:

Elon Elementary is building a culture that includes a focus on science by incorporating opportunities for hands-on science investigations and cross-curricular planning to connect science to our reading and math instruction. There is an increase in collaboration among science teachers and intentional instructional leadership from the science lead teacher and the administrative team.

ENGLISH

SOL Fall to Spring 2021-2022 PALS Data

- 2021-2022 year saw a 5% reduction in PALS identification from Fall to Spring
- 2021-2022 school year, 3rd grade reduced the number of IDd students by 14%
- 2021-2022 school year, all grade levels with the exception of 1st had a reduction from fall to spring (K-2%, 2nd-9%, 3rd-14%, 4th-1%, 5th-8%)
- Spring 2022, students in Title I/SPED/PALS had a 26% reduction in IDd

READING SOL/SDBQ Spring 2022 Data

-Grade 4 - 4.4b homophones/syn/ant/roots/affix 70%, 4.5e narrator 75%

4.4b	50%-Identify synonyms and antonyms. (4.4B)
	46%-Identify or apply knowledge of roots and affixes. (4.4B)
	4%-Apply knowledge of homophones. (4.4B)
4.5e	Identify the narrator or speaker. (4.5E)

2023-2024: Elon met accreditation standards in English overall and will continue to focus on the needs of specific students in the classroom by: targeting skills related to decoding and encoding, word recognition, focusing on main idea and details and the use of text features. Additionally, instruction will shift from a longer whole group lesson to a more structured,

differentiated small group time in the literacy block. Teachers will utilize the structured PLC process by analyzing classroom data to narrow down the focus and to inform planning of instruction to meet the needs of specific students.

ATTENDANCE: Chronic Absenteeism Data (3 year trend '18, '19, & '22)

Strengths include: Low Chronic Absenteeism, Parental Involvement schoolwide, attendance initiatives school-wide and at the division-level.

Elon Elementary has maintained Level One status with current year and 3-year average overall absenteeism rate of no more than 15% of our students missing 10% of each school year.

Chronic Absenteeism Detail				
Data Source	Less than 10% Absenteeism	At or above 10% Absenteeism	Total Students	Rate
2022 - 2023	295	37	332	11.14
2021 - 2022	316	32	348	9.2
2018 - 2019	300	26	326	7.98

2023-2024: Elon continues to meet the requirements for accreditation in the area of chronic absenteeism. Elon ATSS initiatives and school wide systems promote good attendance and parental involvement in the school process.

MATH SOL 3 YEAR TREND DATA

There was a 4% increase in overall raw pass rate from 2020-2021 to 2021-2022. Growth/Recovery contributed to the overall accreditation rate for the math SOL. Even though 55% raw pass rate, we were able to achieve 85% when growth was factored in.

2021-2022 (From 20-21)	2022-2023 (From 21-22)	2023-2024 (From 22-23)
51% Pass Rate Combined rates for 2020 and 2021 are not calculated because accreditation was waived due to the pandemic.	55% Pass Rate 85% Accreditation Combined Rate (w/Growth/Recovery) Overall Level One Achievement Gaps all Level One	66% Pass Rate 88% Accreditation Combined Rate (w/ Growth/Recovery) Overall Level One Achievement Gaps all Level One

In the 2022–2023 school year, Elon Elementary was able to maintain the Math SOL pass rate of 85% with growth contributed in the gap group economically disadvantaged for data between Spring '21 to Spring '22. Overall pass rates and subgroup pass rates with growth and recovery contributed, have resulted in Level One status, with rates at or above the state benchmark for math at 70%.

In the 2023–2024 school year, Elon continues to maintain accreditation standards in the area of math; however, we will continue to focus on guided math practices and instructional leadership in this area so as not to lose momentum. There will be a strong connection between math and science and collaborative planning through the structured PLC process.

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*

SCIENCE

SOL Spring 2022 SOL Data

Indicated a concern in Earth/space systems and cycles and scientific investigations.

SDBQ – Grade 5 – Spring 2022

From an analysis of Spring of 2022 Grade 5 Science SDBQ the following were found as opportunities for growth: Science Investigation – 4.1b (41%) & 5.1b (41%)

Force, Motion, Energy, & Matter (Predict changes in an object's motion.) – 5.3c (0%)

Life Processes and Living Systems (Explain how an organism's traits help the organism survive.) – 4.2a, 4.2b, 4.2c (57%)

Life Processes and Living Systems (Describe an organism's habitat & niche in its environment.) – 4.3c (45%)

Earth/Space Systems & Cycles (Describe ways to conserve natural resources in VA.) – 4.8a (61%)

2023–2024: The following areas for opportunity are noted for Science: the need for planned science investigations and hands-on opportunities during Science instruction K–5; vertical planning, specifically in grades 3–5; intentional

cross-curricular exposure to science during reading and math instruction; and building vocabulary.

ENGLISH

PALS Trend Data Fall 2021–Spring 2023

The number of students that have identified in the fall on PALS has doubled over the last 3 years, meaning more students are starting the year with a lack of foundational reading skills, especially in word recognition and spelling. With the exception of Spring '22, PALS IDd rates in the Spring have also been increasing, meaning that we have not been closing the gap between fall and spring.

2021–2022	2022–2023
Fall-27% IDd Spring-37% IDd 10% increase in IDds	Fall - 38% IDd Spring 29% IDd 9% Decrease in IDd

Elon Elementary School PALS Data Spring 2022–2023

	FALL On/Above %	SPRING On/Above %	% Increase or Decrease	FALL Below %	SPRING Below %	% Increase or Decrease
EES K	70%	92%	22%	30%	8%	-22%
EES 1	47%	50%	3%	53%	50%	-3%
EES 2	47%	66%	19%	53%	34%	-19%
EES 3	77%	85%	8%	23%	15%	-8%
EES 4	78%	75%	-3%	22%	25%	3%
EES 5	61%	57%	-4%	39%	39%	0%
SCHOOL-WIDE						
EES ALL	62%	71%	9%	38%	29%	-9%

MAP shows on/above grade level in a consistent range as PALS and SOL pass rates over the last 3 years. MAP and SOL results show a correlation in growth. Every grade K–5 showed growth on average MAP RIT Score, with more growth shown in the Spring '22.

MAP Data 2020–2021

Fall to Spring Mean RIT Score Growth

Kindergarten: 9.7 pts growth (F-141.2, W-146.8, S-150.9)

First: 12.8 pts growth (F-151.4, W-155.7, S-164.2)

Second: 12.2 pts growth (F-169.2, W-174.2, S-181.4)

Third: 12.1 pts growth (F-183.1, W-189.8, S-195.2)

Fourth: 6.7 pts growth (F-196.2, W-200.6, S-202.9)

Fifth: 3.5 pts growth (F-207, W-210.9, S-210.5)

School Total: Average RIT Growth 9.5 pts

MAP Data 2021–2022

Fall to Spring Mean RIT Score Growth

Kindergarten: 10.9 pts growth (F-137.6, W-144.4, S-148.5)

First: 13.3 pts growth (F-154.2, W-163.5, S-167.5)

Second: 12.7 pts growth (F-166.7, W-175.6, S-179.4)

Third: 13.2 pts growth (F-180.4, W-190.1, S-193.6)

Fourth: 5.8 pts growth (F-192.9, W-198.4, S-199.7)

Fifth: 7.8 pts growth (F-196.4, W-206.3, S-204.2)

School Total: Average RIT Growth 10.6 pts

*** Note: There is not MAP Data past the 2021–2022 school year as this assessment was not given by ACPS.*

READING SOL Data

Decrease in pass rate overall grade level and in every gap group with data between Spring '21 to Spring '22, with exception of economically disadvantaged students (1% increase) and SWD (12% increase).

English Academic Achievement: All Students						
Percentage of Students						
Data Source	Percent Passing	Percent Passing With Recovery	Percent Showing Growth	Percent Showing EL Progress or Proficiency	Accreditation Combined Rate	No Proficiency or Growth
Current Year	61	8	8	0	76	24
Previous Year	60	0	20	0	80	20
Cumulative 3 Year	67	3	10	0	80	20

2023–2024: Due to the high identification of students in grade 3 who are still suffering from learning gaps, there have been adjustments to the master schedule to increase their literacy

block to allow for reinforcement of foundational literacy skills. Additionally, students will receive high-intensity tutoring for Reading within the school day.

ATTENDANCE

2021-2022 COVID 19 Pandemic: Students were required to stay home and quarantine based on exposure or positive tests for COVID-19. Attendance rates were affected across the school by this requirement. Elon students who were accessing Virtual Virginia were counted absent when they did not attend their virtual meetings.

32 Students (9.2%) were chronically absent in the 2021-2022 school year.

There is a need for more parent buy-in from specific groups of identified students - (those who are chronically absent.)

2023-2024: A need still exists for building relationships and partnering with individual families who need support to understand the importance of attendance and the school process.

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).*

SCIENCE:

Current data analysis for the 2022-2023 school year reflects the following outcome practices necessary to implement the identified target areas: Force, Motion, Energy, and Matter; and Living Systems and Ecosystem Interactions-Grades (4 & 5); and Scientific and Engineering Practices (K-5)

Strategies, practices and resources include:

- Participate in VDOE Science Teacher Webinars conducted by the VDOE Science Team to receive PD on various science topics that will improve student outcomes and share ACPS & VDOE Science Updates to support teacher practice with tools, PD, and resources.
- Embed student relevant investigation and inquiry in all science SOLs with student voice and interest guiding these actions

- Implement and monitor strategies that provide models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.
- Incorporate Gr4 Science Spirals weekly in Grade 5
- Update and increase supply of appropriate science instructional resources, programs/websites & manipulatives.
- Weekly formative assessments
- Teachers access the Science Dashboard weekly/monthly.

2023-2024:

- Promotion of science investigation and school-wide extension lessons in the area of science at least once a week
- Intentional vertical planning and science instructional leadership
- Science Fair, K-5

READING:

Current data analysis for the 2022-2023 school year reflects the following outcome practices necessary to implement the identified target areas: language comprehension, with emphasis on vocabulary, inferences, and characterization.

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

- Utilize the ACPS Phonics Scope & Sequence with fidelity to implement explicit, systematic phonics instruction during whole group and differentiated instruction in small group. Utilize strategies that target decoding and encoding skills to strengthen encoding skills to strengthen students' knowledge of phoneme-grapheme correspondences.
- For K-2, utilize the Heggerty Phonemic Awareness Curriculum daily with fidelity to increase students' awareness of speech sounds needed to facilitate accurate decoding and encoding skills.
- Utilize Lexia computer program with fidelity (75 minutes per week) for targeted groups of students.
- For K-3 students identified by PALS, students will receive at least 2.5 hours of intervention services through EIRI.
- PALS Quick Checks (K-5)

- Utilize the Tools 4 Reading Sound Wall materials with fidelity to increase students' awareness of speech sounds needed to facilitate accurate decoding and encoding skills.
- Utilization of a supplemental evidence based reading program (Really Great Reading) for SWD and selected general education students with fidelity.
- Bridge the Gap (2-5)
- Word Chain (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.

2023-2024:

- UFLI (K-2)
- LETRs training for identified staff
- Use of school wide online learning platforms (IXL and Lexia) in grades K-5
- UVA VA Literacy partnership (1st and 3rd)

ATTENDANCE:

There is a need to target more individual students who are chronically absent.

Elon Elementary has selected several strategies to promote attendance, increase family engagement, and foster positive school climate

- Provide engagement opportunities for families to develop strong relationships (PTO, etc)
- Analyze attendance data and identify trends and areas of need
- Make phone calls home at three absences
- Implement attendance plans for students who miss 5 or more days
- Attendance Recognition- classes and individual students who have perfect attendance
- Plan and implement School Show-up Days throughout the school year.
- Expand extracurricular opportunities
- Establish, plan and provide school-based incentives and initiatives
- Implementation of classroom-based SEL strategies

2023-2024: In addition to many well-established strategies, ESS is now including information on how parents can support attendance in the Eagle's Nest for parents (newsletter).

Additionally, students who “show-up” will be featured on social media, and information will be shared regarding community opportunities and parent nights.

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 specialists in the building.*

We will work to provide safe and valuable opportunities for parents/families to increase support in the area of literacy. (Approximately \$1500)

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 Instructional Support Specialists in our building provides pertinent instructional support on a regular basis, builds teacher confidence, and increases their professional knowledge.

Additionally, Title I parent involvement funds will be used to strengthen school to home connections and empower parents to support student learning at home by providing opportunities in the evening for parents to learn more about literacy and learning.

Goals and Action Steps

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