Amherst County Public Schools

Comprehensive School Improvement Plan For:

SCHOOL NAME: Central Elementary School

ADDRESS: 575 Union Hill Road, Amherst, VA, 24521

Phone Number: 434-946-9700

Webpage or Email Contact: https://ces.amherst.k12.va.us/

School Year 2023-2024

The following individuals assisted in creating this plan:

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

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

Individual	Title
Ron Proffitt	Principal
Angela Pinn	Assistant Principal
Leah Thompson	School Counselor/ATSS Coach
Deanna Ake	Prek/SPED Lead
Erin Minter	Kindergarten lead
Crystal Brown	1st grade lead
Jordan Neal	2nd grade lead
Shana West	3rd grade lead
Jeremy Thompson	4th grade lead
Annemarie Cappurccini	5th grade lead
Cecily Tomlin	2nd grade teacher/Math lead
Ruth Matheny	Lead Instructional Support Specialist / Division Liaison

School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	329	Poverty	71.8%	Other (two or more races)	15.8%
Attendance Rate	26.28% chronic absenteeism	White	55.6%	Special Education	20.6%
Graduation Rate	n/a	Black	19.1%	English Learners	.01%
Accreditation Status	Accredited with Conditions	Hispanic	6.1%	Gifted	2.4%
Title I Model Schoolwide Program (SWP) Targeted Assistance (TA) Not Applicable (N/A)	SWP	Asian	0.9%		

Faculty & Staff

Grade Level/Content	Number of Teachers	Years of Experience by Content / Grade Level				
		0-3 Years	4-7 Years	8-15 Years	>16 Years	New To School (for most recent SY)
PreK	2				2	
Kindergarten	3	1		1	1	
1st	3	1	1		1	1
2nd	3		1	1		1
3rd	3			2	1	
4th	3	1	2			1
5th	3	1	1		1	1
SPED	8	4	1	1	2	3
Resource	4	2		1	1	1
School Counselor	1			1		1
Reading Specialists	3			1	1	1
Total	36	10	6	8	10	10

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.

Central Elementary is located in a rural community in Amherst, Virginia. The school community has a large percentage of students who live in poverty, we offer a free breakfast and lunch to all students. CES has a new administrative team for the 2023-2024 school year.

During the 2022-2023 school year, the master schedule allowed for grades K-2 to allow for more time for reading. This was accomplished by combining content with reading, and math when applicable. This was done to help students progress more in reading due to the Covid slide. All primary grades have reading for at least 1 hour and 55 minutes as well as a separate time for processed writing. In 5th grade changes to the master schedule occurred after the school year started due to needing additional time for science. One 5th grade teacher is self contained while the other two teachers switch students alternating math/science and reading/history.

During the 2023-2024 school year, the master schedule was updated to include a high-intensity tutoring block for students in grades 3-5 called "Bridges to Success" as outlined per ACPS to meet the requirements of the governor's All in VA plan. During this time, students receive small group academic tutoring in reading and math utilizing a combination of face-to-face tutoring with a tutor and access to online platforms that provide personalized instruction to meet students needs. In addition, all students K-5 will receive rich, hands-on cross-curricular experiences that extend their learning through project-based activities that support science concepts. Both the high-intensity tutoring and science-based projects support the current year's school improvement goals.

The current administration team (and previous administration team) works closely with Reading Specialists and teachers to ensure students receive literacy instruction based in scientifically based reading research and evidence based literacy instruction, as defined in the Virginia Literacy Act. We are continuing our capacity building by using evidenced-based research and practices of "The Science of Reading." As a school we have seen great results and are looking to continue that growth. During the 2022-2023 school year we had 7 K-2 teachers who are participating in Volume 1 LETRS (Language Essentials for Teachers of Reading and Spelling) training to further develop our professional knowledge of scientifically

based reading research and evidence based literacy instruction. Our professional development efforts have continued during the 2023-2024 school year as 8 K-5 and special education teachers are participating in this literacy professional development. LETRS will also allow our staff to be better prepared to implement the requirements set forth in the Virginia Literacy Act passed in 2022.

Central Elementary also has an Autism program for all northern elementary schools in Amherst County Public Schools. Due to the needs of this program we have two full time Autism teachers as well as 10 paraprofessionals that assist our students with their needs. During the 2022-2023 school year, a third Autism teacher was added to support the inclusion of students in the general education curriculum at Central Elementary.

Teachers at Central Elementary plan and implement lessons that are developed and aligned to the Virginia Standards of Learning and the Curriculum Framework. Teachers follow the Amherst County Public Schools Pacing Guides that are aligned to the Virginia Standards of Learning and the Curriculum Framework. Additionally, reading teachers utilize the ACPS Phonics Scope & Sequence to implement explicit, systematic instruction focused on improving word recognition skills (decoding, spelling, and phonemic awareness). All K-2 teachers implement daily lessons from the Heggerty Phonemic Awareness Curriculum and 3-5 teachers utilize Kilpatrick's One Minute Drills to strengthen students' phonemic awareness skills, allowing them to be better readers and spellers.

Central Elementary School also utilizes a framework and strategies based on data driven decisions to establish academic, behavioral, and social-emotional supports for students to create an effective learning environment for all students through an Amherst Tiered System of Support (ATSS) team. Essential elements of the framework we utilize include, an aligned organizational structure, data informed decision making, evidence based practices, family, school, and community partnerships, monitoring of student progress, and evaluation of outcomes and implementation fidelity.

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 School:
- **2022-2023 School Year:** Currently there are no before school programs offered at Central Elementary. There is a plan to offer extended learning opportunities for the 2022-2023 school year.
- **2023-2024 School Year:** *Math 24* meets weekly to practice as a Before School activity. *Math 24* is a math-related puzzle competition in which the objective is to have students use addition, subtraction, multiplication, and division for the four given numbers so that the end result is equal to 24. This club also competes with other *Math 24* teams.

During School:
- **2022-2023 School Year:** As mentioned previously, content is embedded within reading and math in grades K-2. This will be measured by the growth students make in reading. This is the 2nd year we have a new resource called the 5C's. This class consists of students working on collaboration, communication, citizenship, creative thinking, and critical thinking. This class will mainly be focused on creating, designing, researching how to make and take care of a school garden. The end goal is to have students sell the produce that was grown at a local farmers market, this also can be considered cross curricular. We have officially had the garden produce some vegetables over the past summer. We recently were awarded a grant Green Our Planet (GoP) GardenConnect. Central Elementary was 1 of 50 schools to be awarded this grant throughout the United States. A brief overview of what this will allow CES to do is as follows: Provide A Green Our Planet Coordinator and create Green Team, this team will meet monthly with the GoP coordinator, CES will also be given a Prek-5th grade STEAM curriculum to use in our outdoor garden, create a student run farmers market, further educate our school on future garden grants as well as additional features.
- **2023-2024 School Year:** As mentioned previously, CES provides a high-intensity tutoring program called "Bridges to Success" during the school day for students in grades 3-5 for reading and math. In addition, the "Bridges to Success" program also provides hands-on science opportunities for all K-5 students.

After School:
- **2022-2023 School Year:** As of now there are no after school learning opportunities.
- **2023-2024 School Year:** CES currently has two afterschool programs. For the fall, female students in grades 3-5, have the opportunity to participate in the Girls on the Run. Girls on the Run is a fitness and girl empowerment program that focuses on

positive social interactions and self-esteem building activities, while preparing for a running event (5K) at the end of the season. In addition, students in grades 4-5 have the opportunity to try out for the school's archery team and compete in local and state competitions. CES will also offer a Forest Garden club for grades 3-5, providing students an opportunity to expand the established school garden to a Forest Garden. A Forest Garden is a designed agronomic system based on trees, shrubs and perennial plants. These are mixed in such a way as to mimic the structure of a natural forest – the most stable and sustainable type of ecosystem in this climate.

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.*

2022-2023 School Year: The 2022-2023 CES Leadership team completed a needs assessment in the area of Science in 5th grade based on SOL results. When conducting the needs assessment areas of weakness included:

- SOL data shows a 38.89% pass rate.
- 3 year average is 61.59
- 3 year average is so low due to 2021-2022 science scores
- 2018-2019 =72.09
- 2017-2018=76

The Leadership Team also analyzed Spring 2022 PALS data. The PALS assessment identifies students that are at-risk for reading difficulties, qualifying them for Title I intervention services. In addition to PALS data, the Leadership Team analyzed Reading SOL data from Spring 2022 and three year trends.

2023-2024 School Year: The 2023-2024 CES Leadership team conducted a needs assessment and analyzed Spring 2023 assessment data, including SOLs, PALS, and VKRP. This data was then shared with the faculty to determine strengths and needs for each content area by grade level. When analyzing SOL data, the team analyzed pass rates by subgroup area, as well as the Student Detail By Question reports to determine skill-specific areas of strength and needs. The team continued to review disaggregated PALS data from Spring 2023 to determine how many and which students were still at-risk for reading difficulties at each grade level. This data was then compared to the data collected over the past three years.

Through the data analysis, the team also celebrated the improvements and gains made in literacy (as indicated both by the PALS assessment and SOL data) as well as the fact that CES had improved science pass rates. The team identified that SOL pass rates for math, particularly for students with disabilities, was an area of need. Finally, CES needs to continue to improve the chronic absenteeism rate.

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

Literacy:

2022-2023 School Year: During the 2021-2022 school year, 43% of students identified as at-risk in the fall and by spring 35% of students identified as at-risk. This means that we were able to reduce the number of students identified as at-risk by the PALS assessment by 8%. This is the largest decrease at Central Elementary that the current administration has on file. had

Spring ID Comparison (Projected vs. Actual)						
	FALL IDd %	MY IDd %	MY Projected SPRING ID %	MY Projected % Increase or Decrease	ACTUAL SPRING ID %	ACTUAL SPRING % Increase or Decrease
CES K	52%	50%	43%	-9%	29%	-23%
CES 1	39%	38%	50%	11%	29%	-10%
CES 2	70%	65%	65%	-5%	52%	-18%
CES 3	41%	33%	37%	-4%	36%	-5%
CES 4	33%	33%	39%	6%	35%	2%
CES 5	25%	24%	37%	12%	28%	3%
SCHOOL-WIDE						
CES ALL	43%	40%	45%	2%	35%	-8%

In addition, CES had a 23% reduction of students identified as at-risk that were serviced in the Title I Program during the 2021-2022 school year, which indicates the targeted interventions put in place are helping students become more successful in reading.

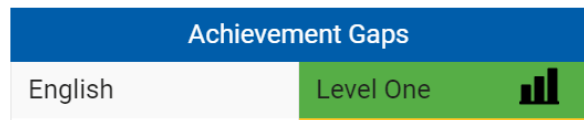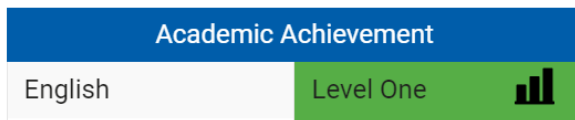|	Fall IDd who met SPRING benchmark #	Fall IDd who met SPRING benchmark %
CES K	10	42%
CES 1	6	38%
CES 2	8	24%
CES 3	2	11%
CES 4	2	13%
CES 5	0	0%
SCHOOL-WIDE		
CES ALL	28	23%
	*Title I students (serviced by reading specialists, PALS, and/or SPED case managers)	

The master schedule for the 2021-2022 school year increased the amount of time K-2 students have reading and exceeds the division minimum expectation of 90 minutes for reading instruction.

- Kindergarten: 115 minutes
- 1st grade: 120 minutes
- 2nd grade: 140 minutes

This reading block also incorporated science/history content to add additional time. The reading block for K-2 is also one allotment of time that isn't broken up to allow for maximum reading time. The reading block was also either early in the morning or ended early afternoon. This was designed purposefully so students aren't exhausted while they are in reading class. The large amount of reading allowed for more time for teachers to focus on usage of sound walls, Heggerty, phonics as well as comprehension while also supporting students as they build background knowledge of science/history content area topics.

2023-2024 School Year: During the 2022-2023 school year, 36% of students identified as at-risk in the fall and by spring 27% of students identified as at-risk, reducing the number of students identified as at-risk by the PALS assessment by 9%. This reduction surpassed the reduction rates of previous school years, and included a reduction in the number of students identified as at-risk in all grade levels.

Spring ID Comparison (Projected vs. Actual)

	FALL IDd %	MY IDd %	MY Projected SPRING ID %	MY Projected % Increase or Decrease	ACTUAL SPRING ID %	ACTUAL SPRING % Increase or Decrease
CES K	21%	19%	21%	0%	16%	-5%
CES 1	35%	36%	43%	8%	18%	-17%
CES 2	37%	38%	33%	-4%	30%	-7%
CES 3	61%	63%	53%	-8%	42%	-19%
CES 4	28%	27%	32%	4%	25%	-3%
CES 5	33%	36%	44%	11%	31%	-2%
SCHOOL-WIDE						
CES ALL	36%	37%	38%	2%	27%	-9%

In addition to the 9% reduction school-wide, CES had a 30% reduction of students identified as at-risk that were serviced in the Title I Program during the 2022-2023 school year. This indicates the targeted interventions put in place through the Title I Program are making a significant impact on students' reading development.

	Fall IDd who met SPRING benchmark #	Fall IDd who met SPRING benchmark %
CES K	3	30%
CES 1	7	44%
CES 2	5	31%
CES 3	11	39%
CES 4	0	0%
CES 5	3	19%
SCHOOL-WIDE		
CES ALL	29	30%

*Title I students (serviced by reading specialists, PALS, and/or SPED case managers)

PALS trend data over the last couple of years shows that CES has been able to continuously reduce the number of students identified as at-risk for reading difficulties. In addition, this trend chart shows that CES has been able to reduce the amount of identified students in each cohort as they progress through the grade levels. For example, the current cohort of 4th graders had 58% identified in Spring 2021 (when they were in 1st grade). This number was

reduced to 52% identified in Spring 2022 (when they were in 2nd grade). Again, this number was reduced to 42% identified in Spring 2023 (when they were in 3rd grade).

CENTRAL	FALL ID Trends					
Grade	Percentage ID - Fall 2017	Percentage ID - Fall 2018	Percentage ID - Fall 2019	Percentage ID - Fall 2020	Percentage ID - Fall 2021	Percentage ID - Fall 2022
K	15%	12%	24%	31%	52%	21%
1	24%	8%	8%	41%	39%	35%
2	28%	45%	32%	29%	70%	37%
3	28%	34%	35%	38%	41%	61%
4	19%	24%	14%	26%	33%	28%
5	32%	34%	19%	21%	25%	33%
TOTAL	25%	25%	22%	31%	43%	36%

CENTRAL	SPRING ID Trends					
Grade	Percentage ID - Spring 2018	Percentage ID - Spring 2019	Percentage ID - Spring 2020	Percentage ID - Spring 2021	Percentage ID - Spring 2022	Percentage ID - Spring 2023
K	6%	9%	N/A - COVID	24%	29%	16%
1	17%	15%	N/A - COVID	58%	29%	18%
2	24%	23%	N/A - COVID	33%	52%	30%
3	27%	33%	N/A - COVID	38%	36%	42%
4	22%	43%	N/A - COVID	23%	35%	25%
5	32%	30%	N/A - COVID	23%	28%	31%
TOTAL	22%	26%	N/A - COVID	33%	35%	27%

FALL TO SPRING DIFFERENCE	-3%	1%	N/A - COVID	2%	-8%	-9%

In addition, CES has achieved a Level One status for both overall reading SOL pass rates and pass rates for all subgroup areas. Scores improved from 74% pass rate in Spring 2022 to 84% in Spring 2023. This indicates that the emphasis on targeted instruction for word recognition skills has made a significant impact on improving comprehension measured by the Reading SOL test.

Academic Achievement	
English	Level One

Achievement Gaps	
English	Level One

Math:

2022-2023 School Year: Based on 2021-2022 SOL scores, Central Elementary is performing well above state standards of 70%. Please see below picture:

|	Virginia Department of Education 2022-2023 School Accreditation Detail Report							
School Division: 005 - Amherst County Public Schools				Accreditation Status Last Year: Accreditation Waived through legislative action or superintendent's authority				
School Name: 0770 - Central Elementary								
Grade Span: PK-05				Accreditation Status This Year: Accredited with Conditions				
Indicator	Data Source	Passing(2)	Recovery(3)	Growth(4)	EL Progress(5)	Total Tests(6)	Rate	Level(7)	Final Performance Level(8)
Academic Achievement - Math								
	Current Year	78		44		148	82.43	*Level One	
All Students	Previous Year	120	13	4		168	81.55		Level One
	Cumulative 3 Year	300	22	56		476	79.41	Level One	
Achievement Gap - Math								

2023-2024 School Year: Based on the 2023-2024 Math SOL data, CES has achieved an overall Level One status.

| Academic Achievement	
English	Level One
Mathematics	Level One

CES has maintained overall pass rates for math above the state required pass rates over the last three years.

Combined rates for 2020 and 2021 are not calculated because accreditation was waived due to the pandemic.
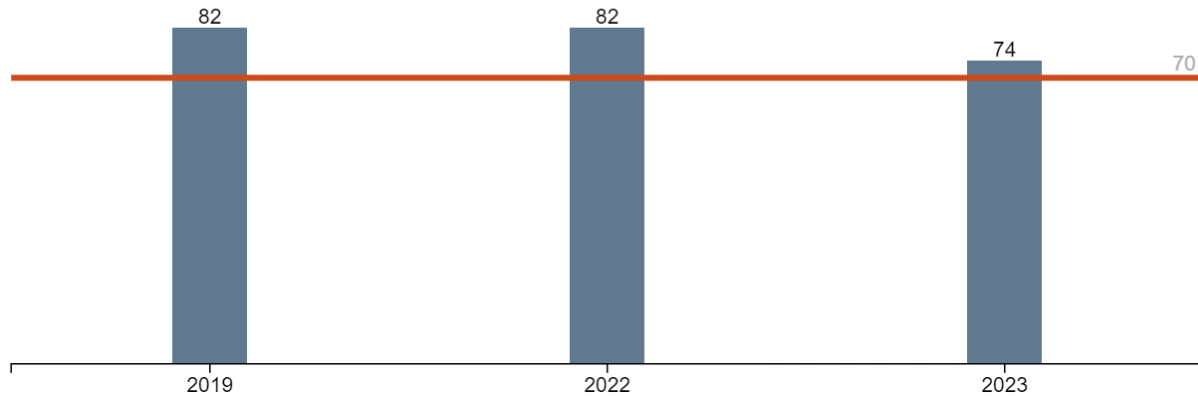
Science:

2023-2024 School Year: CES achieved a Level One status and significantly improved science pass rates during the 2023-2024 school year, from 39% to 73%.
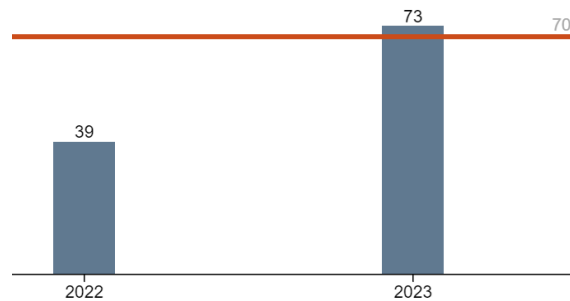
Attendance:

2022-2023 School Year: Central Elementary remained in Level One for attendance despite many students missing school due to sickness. CES reduced the percentage of chronic absenteeism from 14.89% to 12.91%.

Chronic Absenteeism Performance (Based on data through the 2021-2022 school year)							
Indicator	Data Source	Less than 10% Absenteeism	At or Above 10% Absenteeism	Total Students	Rate	Level(9)	Final Performance Level(10)
Chronic Absenteeism							
All Students	Current Year	263	39	302	12.91	Level One	
	Previous Year	263	46	309	14.89		Level One
	Cumulative 3 Year	804	114	918	12.42	*Level One	

~

Behavior:

2022-2023 School Year: One of our smart goals was to decrease the number of referrals from the last full year by 5% (which was in 2017-2018). We did meet our goal:

		M	F		M	F	M	F	M	F	M	F	M	F	M	F	M	F
Threat Intimidation	8	6	2						3			1		1	2		1	
Technology Violation	1	0	1											1				
Unaccept Language	12	10	2								2				5		3	2
Vandalism Prop Damage	4	4	0												2		2	
Weapons Violation	1	1	0												1			
TOTALS	146	116	22				4	4	13		7	2	10	11	34		48	5
-5%	7.3	5.8	1.1	0	0	0	0.2	0.2	0.65	0	0.35	0.1	0.5	0.55	1.7	0	2.4	0.25
2021-2022 GOAL	138.7	110.2	20.9	0	0	0	3.8	3.8	12.35	0	6.65	1.9	9.5	10.45	32.3	0	45.6	4.75
2021-2022 Total	132																	

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:

2022-2023 School Year: Central Elementary has opportunities to increase SOL science scores from the 2021-2022 school year. The pass rate was 38.89%.

Virginia Department of Education 2022-2023 School Accreditation Detail Report									
School Division: 005 - Amherst County Public Schools					Accreditation Status Last Year: Accreditation Waived through legislative action or superintendent's authority				
School Name: 0770 - Central Elementary					Accreditation Status This Year: Accredited with Conditions				
Grade Span: PK-05									
Indicator	Data Source	Passing(2)	Recovery(3)	Growth(4)	EL Progress(5)	Total Tests(6)	Rate	Level(7)	Final Performance Level(8)
Academic Achievement - Science									
All Students	Current Year	21				54	38.89	Level Three	Level Three
	Previous Year	31				43	72.09		
	Cumulative 3 Year	93				151	61.59	*Level Three	

2023-2024 School Year: As previously mentioned, CES made significant gains in science pass rates, going from 38.89% in Spring 2022 to 72.92% in Spring 2023. However, CES would like to continue to make improvements, as the 3-Year Average is only 60%. The 3-Year Average is important because it can be used to meet state accreditation requirements in the case that it is a higher pass rate than the current year's pass rate.

Science Academic Achievement: All Students	
Percentage of Students	
Data Source	Percent Passing
Current Year	73
Previous Year	39
Cumulative 3 Year	60

Math:

2023-2024 School Year: While overall pass rates for math have improved, pass rates for subgroups are an area of need for CES.

Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One	Too Small
Black	Level One	Level One
Economically Disadvantaged	Level One	Level One
English Learners	Level One	Level One
Hispanic	Level One	Level One
Multiple Races	Level Two	Level Two
Students with Disabilities	Level One	Level Three
White	Level One	Level One

Pass rates for students with disabilities have declined over the past two years and have not achieved the minimum pass rate of 70%.
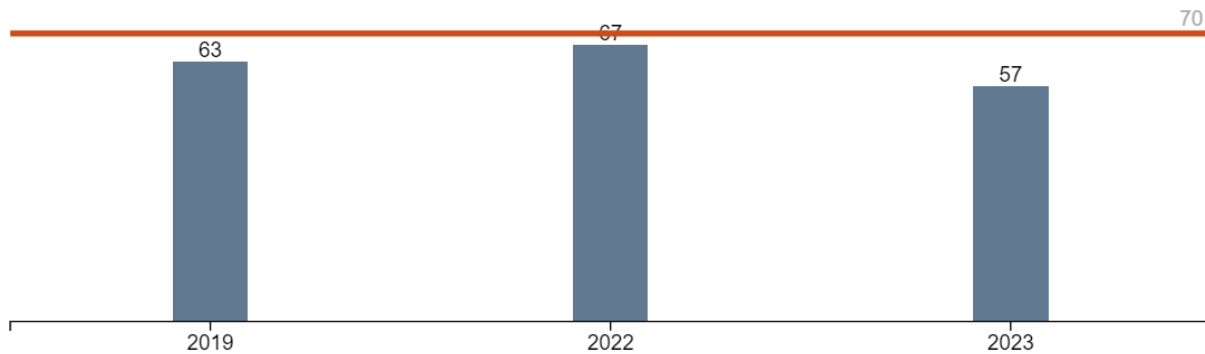
In addition, pass rates for students in the multiple races subgroup declined last year.
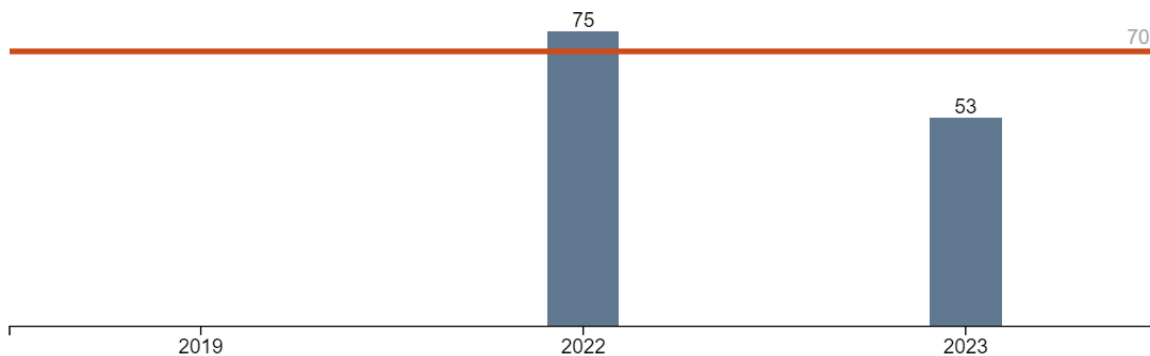
Data analysis of the Student Detail By Question reports from the Math SOL test indicated that the Computation & Estimation strand was an area of need, particularly involving:
- computation (addition, subtraction, multiplication, division)
- word problems
- fractions

Attendance:

2023-2024 School Year: Chronic absenteeism has become an area of concern for CES over the past year. CES is currently at a Level Three in this area. State accreditation requirements indicate that schools should have a chronic absenteeism rate 15% or lower. CES's rate increased to 26.28%, indicating that we need to continue to work with students and families to improve attendance during the 2023-2024 school year.

Student Engagement & Outcomes

Chronic Absenteeism	Level Three

Student Engagement and Outcomes: Chronic Absenteeism

Students who attend school consistently are more likely to succeed. Chronic absenteeism is defined as missing 10 percent or more of the school year, regardless of reason.

26.28% of the students in this school were chronically absent in the 2022 - 2023 school year.

CHRONIC ABSENTEEISM   DROPOUT RATE   GRADUATION AND COMPLETION   CCCRI

show explanation   hide data   export data

Chronic Absenteeism Detail

Data Source	Less than 10% Absenteeism	At or above 10% Absenteeism	Total Students	Rate
2022 - 2023	216	77	293	26.28
2021 - 2022	263	39	302	12.91
2018 - 2019	263	46	309	14.89

Literacy:

2022-2023 School Year: 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.

CENTRAL	FALL ID Trends				
Grade	Percentage ID - Fall 2017	Percentage ID - Fall 2018	Percentage ID - Fall 2019	Percentage ID - Fall 2020	Percentage ID - Fall 2021
K	15%	12%	24%	31%	52%
1	24%	8%	8%	41%	39%
2	28%	45%	32%	29%	70%
3	28%	34%	35%	38%	41%
4	19%	24%	14%	26%	33%
5	32%	34%	19%	21%	25%
TOTAL	25%	25%	22%	31%	43%

CENTRAL	SPRING ID Trends				
Grade	Percentage ID - Spring 2018	Percentage ID - Spring 2019	Percentage ID - Spring 2020	Percentage ID - Spring 2021	Percentage ID - Spring 2022
K	6%	9%	N/A - COVID	24%	29%
1	17%	15%	N/A - COVID	58%	29%
2	24%	23%	N/A - COVID	33%	52%
3	27%	33%	N/A - COVID	38%	36%
4	22%	43%	N/A - COVID	23%	35%
5	32%	30%	N/A - COVID	23%	28%
TOTAL	22%	26%	N/A - COVID	33%	35%
FALL TO SPRING DIFFERENCE	-3%	1%	N/A - COVID	2%	-8%

While CES made great gains in reducing the percentage of identified students who qualify for Title 1 services, there still is work to do. We need to help students recover from the Covid slide and do all that we can to get students to grade level in reading. Despite the overall reductions, 35% of students were still identified in the Spring as at-risk for reading difficulties. In Spring 2022, 52% of students in 2nd grade (current 3rd graders) were identified by PALS. Additionally, students in grades 2-4 (current 3-5 graders) have higher percentages of students identified as at-risk, which means that decoding and word recognition skills are an area of weakness. This decoding weakness could potentially impact students' ability to demonstrate comprehension of grade level texts on the Reading SOL test.

Below is the chart that shows the percentage of students who qualified for Title 1 services at the end of the 2021-2022 school year:

Spring ID Comparison (Projected vs. Actual)

	FALL IDd %	MY IDd %	MY Projected SPRING ID %	MY Projected % Increase or Decrease	ACTUAL SPRING ID %	ACTUAL SPRING % Increase or Decrease
CES K	52%	50%	43%	-9%	29%	-23%
CES 1	39%	38%	50%	11%	29%	-10%
CES 2	70%	65%	65%	-5%	52%	-18%
CES 3	41%	33%	37%	-4%	36%	-5%
CES 4	33%	33%	39%	6%	35%	2%
CES 5	25%	24%	37%	12%	28%	3%
SCHOOL-WIDE						
CES ALL	43%	40%	45%	2%	35%	-8%

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:

2022-2023 School Year: To further change our instructional reading practices we continue to focus our reading instruction on the "Science of Reading." This shift focuses our reading attention from speech to print, which means we need to focus more on phonemic awareness, and phonics. This is the foundation to a successful reader. We are in year two of using the ACPS Phonics Scope & Sequence, which outlines a progression of phonics skills and provides resources for teachers to utilize to provide explicit, systematic instruction to improve word recognition. We are also continuing to use Sound Walls for grades K-5 to further help our students connect speech sounds to the letters that represent those sounds. This tool is helpful for teaching students how to properly articulate phonemes (sounds). These materials also help students spell words based on the sounds in a word — they listen for each sound in the word, find the mouth articulation picture related to that sound, and can then view the different grapheme (letters) options to spell that sound. Below is a picture of a sound wall including the constant wall and the vowel valley:

This is also the first year we are using an online computer-based reading program called LexiaCore5. This is a comprehensive adaptive reading program that compliments the "Science of Reading." Students have a set amount of time/goal to work towards on a weekly basis on skills identified through an assessment within the program.

2023-2024 School Year: CES will continue to implement science-based literacy instruction using Sound Walls and the ACPS Scope & Sequence to provide explicit, systematic phonics instruction that will aid students with reading (decoding) and spelling (encoding). This will ensure that students have the foundational reading skills necessary to read grade level material. CES will also continue to utilize the supplemental Lexia Core 5 program daily to provide personalized instruction for each student. Students identified as at-risk by the PALS assessment will be provided supplemental literacy instruction through the Title I or Special Education Program. In addition, all students in grade 3-5 will receive high-intensity tutoring through the "Bridges to Success" tutoring program during the school day.

Math:

2022-2023 School Year: K-2: We are continuing to use number talks. We have found students are becoming more confident in the area of mathematics due to the number talks. Students are also learning there can be one correct answer, and creates/encourages that creative thinking that further helps support the 5c's.

3-5: Continuing to focus on word problems. This is an area of weakness typically every year of students due to the complexity of a word problem. Math teachers in grades 3-5 create word problems and students answer a word problem daily to prepare them for their SOL tests.

Grades 2-5 will continue to use Reflex Math. Reflex Math is a program that helps students solve basic math problems with addition/subtraction, multiplication/division. Last year was the first full year students completed Reflex Math.

2023-2024 School Year: CES will continue to utilize computer-based platforms, such as IXL, to personalize and differentiate instructional opportunities for students. In addition, teachers will continue to utilize daily word problems, providing students the opportunity to explain their problem-solving process using visual representations and manipulatives. Teachers will analyze assessment data to determine differentiated supports needed and provide differentiated small group instruction daily. In addition, all students in grade 3-5 will receive high-intensity tutoring through the "Bridges to Success" tutoring program during the school day.

Science:
2022-2023 School Year: 5th grade teachers who teach science will be teaching science daily. Changes in the master schedule in 5th grade allows for more science instructional time. Science is now taught between two teachers instead of one, allowing more collaboration. Students in 4th and 5th grade will also be creating interactive notebooks for science.

2023-2024 School Year: CES will provide opportunities for students to apply their knowledge about science concepts through regular hands-on investigations. The Science Lead Teacher will provide all staff with materials, tools, resources, and professional development opportunities from the monthly VDOE Science Updates. In addition, students K-5 will receive rich, hands-on cross-curricular experiences weekly during "Bridges to Success" that extend their learning through project-based activities that support science concepts.

Attendance:
2023-2024 School Year: CES revised the school-wide behavior matrix to include an emphasis on attendance and showing up to school (see below). In addition, CES will be implementing attendance recognition events and awards to celebrate and encourage student and staff attendance. CES will be participating in division-wide ShowUp initiatives to encourage students and families to show up and engage in school. CES plans to collaborate with families to develop attendance plans for students that are chronically absent. CES will be utilizing a Check In/Check Out (CICO) intervention to support students through increased positive interactions with an adult in the school and reinforcement for attendance behavior.

Central Elementary School School-Wide Behavior Expectations

We are **WildCATS**	All Settings	Learning Environment	Bus	Bathroom	Cafeteria	Playground
We are Considerate (Think about others' feelings)	*Use kind words and actions *Speak up and speak clearly *Ask before helping *Clean up after yourself	*Listen when others are speaking *Raise your hand to speak *Work quietly	*Use a quiet voice	*Flush the toilet *Turn the water off when you're finished *Use a quiet voice	*Clean up after yourself *Maintain appropriate voice level *Use appropriate words and actions *Use manners while eating and ordering	*Include others *Leave cones and other maintenance equipment alone
We are Accountable (Do what you are expected to do)	*Listen for and follow directions the first time *Be accountable for your words and actions *Tell the truth, always	*Have your materials with you at all times *Do your best work and give your best effort *Complete assignments on time *Charge your computer every night and bring it to school every day	*Be on time to your stop *Pay attention and be ready to get off the bus	*Tell an adult if there is a problem or more materials are needed *Only put toilet paper in the toilet *Go to the restroom only if you need to go	*Clean up after yourself *Tell an adult if you need help cleaning up a big mess *Empty your tray/trash when asked *PreK-2: Appropriate use of the main hallway bathrooms during lunch	*Follow all playground rules *Listen for line up signals *Get help when needed
We are There (Be present; be on time; be there for each other)	*Come to school all day, every day *Be engaged	*Be engaged *Have all materials ready for class *Come ready to learn	*Be on time to the bus stop.	*Be courteous *Be timely	*Enjoy your meal *Clean up quickly	*Be ready to play *Line up on time
We are Safe (Protection from harm)	*Keep your body to yourself *Wash your hands *Walk *Stay home when you're sick	*Sit down at your desk quietly and wait for directions *Ask for permission before leaving your seat *Visit approved websites when using your Chromebook	*Sit, and stay seated, in your assigned seat *Keep feet out of the aisle *Tell the bus driver if there is a problem	*Throw trash in the trash can *Keep water in the sink while washing your hands	*Stay seated and facing your table *Use utensils appropriately *Empty your tray/trash when asked *Only eat **your** food (Allergies)	*Watch out for others *Only climb allowed equipment *Leave sticks on the ground *Make sure the swing has stopped before you get off

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.*

2022-2023 School Year: As part of our Title I funding, Central Elementary provides three highly-qualified reading specialists and access to a math support specialist. Central Elementary also receives a Title I Parent Involvement allocation to support school initiatives that increase family involvement. These funds help our school plan and implement events/workshops that empower families to support the academic development of their children.

During 2022-2023, Central Elementary is planning to host a Spooktacular Literacy Night drive through. Grade levels K-5, resource teachers, will have their own station. At each station, families will be given materials organized by grade level to help families with learning at home. At the end of the event, Reading Specialists will be able to provide each student a book to take home and read with their family. Reading Specialists will also be able to advertise our

Parent Resource Center and encourage families to check-out the materials to support learning at home. The Reading Specialists are also planning to purchase additional books that focus on science concepts to further support our CSIP and help our school to help our science scores the 2022-2023 school year.

2023-2024 School Year: CES will continue to provide three highly-qualified reading specialists and access to a math support specialist. In addition, the school-wide Title I Program will provide families with parental involvement events that seek to provide them with materials and resources to support the literacy development of their children. The Parent Resource Center will remain available to all families to check-out materials to use at home throughout the school year that will enable them to spend quality time with their children while working on essential skills needed for academic success.

Goals and Action Steps

Please contact the building administrator (rproffitt@amherst.k12.va.us) if you would like more information about the Comprehensive School Improvement Process.