



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

Amherst County High School  
139 Lancer Lane, Amherst VA 24521  
434-946-2898

<https://achs.amherst.k12.va.us/>

2023-2024

The following individuals assisted in creating this plan:

<b>Individual</b>	<b>Title</b>
Timothy J. Crawford	Principal
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Kathleen Ayau	English Teacher/Department Chair
Kathy Stone	Special Education Teacher/Department Chair
Rebekah Pekar	Science Teacher/Department Chair
Betty Stinson	Social Studies Teacher/Department Chair
Melanie Coleman	Fine Arts Teacher/Department Chair
Lorinda Massie	World Languages Teacher/Department

	Chair
Derek Mays	CTE Teacher/Department Chair
Craig Maddox	Division Liaison
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Lesley Clark	School Counselor/Lead Counselor
Ronda Chandler	Health and PE Teacher/Department Chair
Cheryl Fails	Social Studies Teacher/Lesson Plan Coach
Wanda Burley	Math Teacher/ACHS Communications Manager
Jennifer Harrison	ITRT



"Lancer Pride"

### School Profile/Demographic Information

Status for Most Recent School Year		Student Population Percentages			
Total Enrollment	1266	Poverty	43.0%	Other	1.0%
Attendance Rate	61.53%	White	67.4%	Special Education	13.3%
Graduation Rate	96.6%	Black	17.0%	English Learners	1.0%
Accreditation Status	Accredited	Hispanic	4.8%	Gifted	7.2%
Title I Model <small>Schoolwide Program (SWP) Targeted Assistance (TA) Not Applicable (N/A)</small>	N/A	Asian	0.0%	Multiple Races	9.8%

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)
Math	13	0	4	0	9	2
Science	8	1	0	1	6	3
History	8	2	2	0	4	1
English	12	6		2	4	2
CTE	16	6	0	3	7	1
World Language	4	1	0	1	2	1
Fine Arts	5	1	0	0	4	0
Health/PE	7	2	0	0	5	1
SPED	13	3	1	4	5	2

School Counselor	4	0	0	2	2	0
Administration	4	2	2	0	0	0
Media Specialists/IT RT	2	0	0	0	2	0
Total	96	24	9	13	50	13

**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 High School (ACHS) is the lone high school in Amherst County Public Schools. As the single high school for this division, it is our vision to be a model community school that produces engaged and thriving citizens. At Amherst County High School, our mission to achieve this vision is to focus on more than academics, by creating engaged citizens, promoting community pride, and developing essential workforce skills.

ACHS is located in the scenic and rural Town of Amherst, Virginia. Amherst County has a population of 31,097 and ACHS has 1,252 students enrolled for the 2023-2024 school year. Our rural/suburban high school serves students grades 9-12. As the only high school in the county, we strive to offer a balanced approach to secondary education that provides students with multiple post-graduate pathways to college and career options. We offer a comprehensive academic program that includes advanced placement (AP), dual enrollment opportunities, and other higher education opportunities through our partnership with the Central Virginia Community College (CVCC). Our school also offers a robust career internship program that allows students the opportunity to earn high school credit while completing career-oriented internships with businesses in our community and surrounding areas. Our Jobs for Amherst Graduates (JAG) program helps introduce our students to post-graduate career opportunities as well as post-secondary technical training. In addition to these opportunities, our school has a comprehensive vocational-technical department that includes welding, auto mechanics, CNA nursing, EMT, culinary arts, business, building trades, teachers for tomorrow, agriculture, early childhood development, and cosmetology. Students

have the opportunity to complete sequential programs and earn a certificate in their area of study.

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

*\*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.*

Amherst County High School recognizes that learning can and should extend beyond the classroom. ACHS strives to provide an opportunity-rich environment for extended learning across several areas. Those areas have been highlighted below.

#### **Lancer Academy**

Lancer Academy is our in-house online academy used to help students recover the credits they need to graduate when they have failed a course, SOL test, or have a scheduling conflict. The program that is used to provide this self-paced learning is called Edmentum. This program also affords students the opportunity to take other courses that are not physically offered at ACHS such as sign language, criminal justice, and other world languages.

#### **Leadership Opportunities**

- Student Government
- Junior Class Council
- Senior Class Council
- Lancer Support Team
- FCCLA
- Student Council

#### **National Honor Society**

The National Honor Society (NHS) elevates a school's commitment to the values of scholarship, service, leadership, and character. These four pillars have been associated with membership in the organization since its inception in 1921. Our chapter holds students to a high academic standard and engages students with community service opportunities.

#### **Athletics**

Students are able to participate in a total of 33 varsity sports teams and extracurricular activities. Those who participate on these teams must maintain a certain level of academic success in order to continue to compete. These guidelines are not only established by the

VHSL but also with our individual coaches of each team. Many of these sports and activities have after-school tutoring available for the students.

### **IRON Lives**

IRON Lives provides leadership and character-building programming for any student at ACHS. They engage students in the positive youth development model which seeks to identify and develop students' positive attributes. Participation in this program has been shown to increase students' academic awareness and scholarship.

### **Lancer Center**

Amherst County High School has started the new Future Center through Beacon of Hope. The idea and concept behind this program is to support students and help them through the college application process as well as students seeking employment after high school. This center guides students through the decision process and helps them make decisions that will positively affect their futures.

### **Summer Opportunities**

During the summer 2023, ACHS offered a broad range of programs. Examples of these programs are: Project Graduation and SOL tutoring and testing, CTE Credential tutoring and testing, retaking a class for credit recovery as well as taking a new class for credit. SOL Remediation concentrated on Algebra 1, World History 1, Earth Science, Reading and Writing. The CTE Remediation concentrated on NCRC Certification which involved taking three Workkeys tests: Graphic Literacy, Applied Math and Workplace Documents.

### **Other Remediation and Intervention Opportunities**

#### **Project Graduation**

Project Graduation is a program that provides instructional support for students in need of verified credits for graduation. Instructional support activities provide intervention and/or remediation to assist targeted students who have received passing grades for standard credit-bearing course(s) but failed the required Standards of Learning (SOL) assessment needed to earn verified credit(s) to complete their diploma requirements. Teachers/tutors provide one-on-one and small group remediation to students to help them earn their verified credit.

#### **School Year Remediation/Intervention**

Upon returning to school, students participated in SOL and CTE Remediation and retesting. Students who were unable to attend the summer program received remediation for the

Algebra 1 SOL, as well as those in the World Geography class received remediation for the World History 1 SOL. Students who qualified for an expedited retake in the August, one-week summer session, were remediated and retested as well in Algebra 1, Earth Science and World History 1. Students who had not attempted the Workkeys tests for the NCRC Certification were also tested. Students needing English Reading and Writing remediation participated in remediation and were retested.

After the Summer SOL test Window, tutoring for SOL prep as well as current class interventions will be offered. Pullout tutoring will be offered during school hours for those who need to retake the Algebra 1, World History 1, Biology, Reading, Writing and CTE Workkeys tests. Teachers will tutor during their duty period as well as hiring retired teachers to tutor. After School Tutoring will begin in Quarter 2 and will target math and English, but we will provide support for other subject areas as well. Student tutors from the National Honor Society will be assisting teachers with this tutoring. Students who are in VVA or receiving Homebound instruction will be invited to participate in Google Meets to prepare for the previous SOL and CTE tests that are needed. Tutoring will also be provided for students attending the Amherst Education Center.

### **Needs Assessment Process**

*\*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.*

A Comprehensive Needs Assessment (CNA) was completed by our team at the beginning of the 2023-2024 school year. Throughout this assessment, data was collected from various sources including SOL scores from the 2018-2019, 2020-2021, 2021-2022, and 2022-2023 school years. Data was also collected from MAP scores from the 2021-2022 school year. In addition, data was collected regarding attendance from the 2021-2022 and 2022-2023 school year. It was our goal to determine the areas of strength and areas for improvement that are data-driven. Through this CNA we were able to identify the areas that are listed below.

## ACCREDITATION

2023 Accreditation Status: **Accredited**  
 Number of School Quality Indicators at Level Three (Below Standard): **1 of 9**  
 Accreditation Status Last Year: **Accredited**  
 Triennial Accreditation: **2019 through 2023**

### School Quality Indicators

Academic Achievement			Achievement Gaps			Student Engagement & Outcomes		
English	Level One	▬▬	English	Level One	▬▬	Chronic Absenteeism	Level Three	▬▬▬
Mathematics	Level One	▬▬	Mathematics	Level One	▬▬	College, Career, and Civic Readiness Index (CCCRI)	Level One	▬▬
Science	Level Two	▬▬				Dropout Rate	Level One	▬▬
						Graduation and Completion	Level One	▬▬

### 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	No Students	No Students
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 One	Level One
Students with Disabilities	Level One	Level One
White	Level One	Level One

## Needs Assessment Findings – Areas of Strength

*\*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*

### **Math Strengths 2022-2023**

#### SDBQ Algebra & Geometry Strengths 2022-2023

A.4d Find the solution to a multistep linear equation. (69%)

A.6b Generate the equation of a line given its graph/–Determine the equation of a line given a point and slope (66%)



G.1b Match a verbal argument/statement to symbolic form. (83%)

G.3c Identify symmetry in a figure/Identify symmetry in a polygon, given its characteristics and properties (86%)

**Math Strengths 2023-2024**

- Math subgroup performance was at a Level 1 for all achievement gaps. The following subgroups were highlighted, as well as target skills for all students:
  - Black improved from 64.41 to 87.10
  - Econ. Disadvantage improved from 59.24 to 77.78
  - SWD improved from 62.22 to 76.56
  - White improved from 65.68 to 82.03

1)Find the algebraic solution to a multistep inequality.

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2)Find the algebraic solution to a quadratic equation.

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3)Find the solution to a multistep linear equation.

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4)Find the solution to a system of equations modeled by a real-world situation.

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5. Graph the solution to a two-variable inequality.

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Determine the zeros of a function given the equation.

**Spring 2021 Math MAP Assessment (41 Percentile and above)**

Geometry -64 % 36/56 students tested above the 41st percentile (MAP uses 41st Percentile as average)

Algebra II- 56 % 22/39 students tested above the 41st percentile (MAP uses 41st Percentile as average)

**SDBQ English/ReadingWriting Areas of Strength 2022-2023**

-9.3d/10.3d/11.3d idioms 80%

-9.4i/11.4h author's purpose/word choice 76%

-9.4j/10.4a fiction inferences/conclusions 80%

-9.5j fact/opinion 90%

-11.4e viewpoints in mult. texts 79%

-11.4k compare/contrast 75%

-Fiction strand overall is relative strength 67%

### **English/Reading/Writing Areas of Strength 2023-2024**

- Based on July preliminary data, ACHS met the overall academic achievement pass rates in English (78.81) and Math (82.37). Below are identified areas of strength in regards to target skills assessed for all students.

**1. Analyze word choice for the author's purpose.  
(Fiction)**

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**2. Evaluate the use of figurative language. (Fiction)**

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**3. Skim sources to locate information. (Fiction and  
Non-Fiction)**

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**4. Use information from texts to clarify understanding of  
concepts. (Non-fiction)**

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**5. Draw conclusions to support reading comprehension.  
(Fiction and Non-Fiction)**

### **2021 Reading MAP Areas of Strength**

- English 9 Average RIT Growth 218.3 to 220.5
- English 10 Average RIT Growth 220.5 to 223.2
- Grade 9 63% (163/257) scored 41st percentile or above
- Grade 10 65% (144/221) scored 41st percentile or above

### **Dropout Rate**

The dropout rate for the 2018-2019 school year was 7.24% at ACHS. For the 2021-2022 school year it dropped to 5.2%. For the 2022-2023 school year it dropped again to 2.34%

### **Graduation and Completion Rate**

The GCI for ACHS in the 2018-2019 school year was 90.1%. For the 2021-2022 school year it rose to 94.2%. For the 2022-2023 school year it rose again to 96.6%

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

*\*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*

### **Spring 2022 SOL SDBQ English/Reading/Writing Data:**

-9.3a, 10.3a, 11.3a roots/affixes/syn/ant 53%

- 9.4b story elements/characterization 64%
- 9.5d author's purpose/main idea 66%
- 10.4f literary elements/fig. language/paradox 53%
- 10.5a text feature/org patterns 63%
- 10.5g analyze/synthesize info 65%
- 11.3b context/structure/connotations 51%
- 11.5e nonfiction inferences/conclusions 67%
- 11.5f viewpoint/compare texts 60%
- Nonfiction strand overall is relative weakness 63%

**2021 Reading MAP Areas of Improvement**

- English 11 Average RIT Growth 223.4 to 218.4 (fall to mid year increased from 223.4 to 225.1 but then decreased)
- English 12 not tested in spring but minimal growth from fall to midyear 226.7 to 226.9
- Grade 11 51% (49/97) scored 41st percentile or above

**Spring 2023 SOL SDBQ English/Reading/Writing Data:**

The followings skills were identified as areas to target during instruction:

1. Analyze story elements for characterization. (Fiction)
2. Compare and contrast information from multiple texts. (Fiction)
3. Identify a position to be confirmed. (non-fiction)
4) Identify synonyms. (Non-fiction)
5) Use context to determine meanings of words. (non-fiction)

**SDBQ Algebra & Geometry Areas of Improvement**

- A.1a Translate between verbal and algebraic expressions (52%)
- A.2a Law of Exponents & Square Roots (40%)
- A.4a Multi-Step Linear Equations & Inequalities (57 %)
- A.4b Quadratic Equations & Slope Intercept (52%)
- A.4e Real World Applications of Equalities & Inequalities (48%)
- A.6c Equations of Line (51%)
- A.7a Functions & Direct/Inverse Variations(29%)

- A.7e Domain & range of Funcs. (35%)
- A.7f Functions & X-intercept(38%)
- A.9 Curb of Best Fit & Quadr. Intercept (44%)
- G.1c Logic (55%)
- G.2a Proving Parallel Lines (47%)
- G.2b Problems with Parallel Lines (44%)
- G.6 Congruent & Similar Triangles (55%)
- G.7 Solving Problems Involving Similar Triangles(48%)
- G.9 Properties of Polygons (42%)
- G.12 Circles (53 %)
- G.13 Surface Area & Volume (47%)

**Spring 2021 Math MAP Assessment (41 Percentile and above)**

Algebra I- 28 % 27/96 students tested in the 41 or above (MAP uses 41st Percentile as average)

**Spring 2023 SOL SDBQ Math Data:**

The following skills were identified as areas of focus for all students:

1)Find solutions to an inequality modeled by a real-world situation.
2)Completely factor a polynomial.
3)Translate between verbal and algebraic expressions.
4)Use the laws of exponents to simplify an expression.
5)Determine a representation of a function presented in another format.

**Chronic Absenteeism**

The pandemic saw our Chronic Absenteeism rate rise significantly. The Chronic Absenteeism rate for ACHS in the 2018-2019 school year was 20.17%. For the 2021-2022 school year it rose to 43.82%. For the 2022-2023 school year it dropped to 38.47%. For 2022-2023 our goal is to have a chronic absenteeism rate of 25% or less at ACHS.

### **College, Career and Civic Readiness Initiative (CCCRI)**

ACHS is working to establish baseline data during the 2022–2023 school year for College, Career and Civic Readiness Initiative (CCCRI). This Virginia Department of Education initiative outlines four ways a student can count positively in a school’s CCCRI. These components are:

1. Credit for an Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment course,
2. Career and Technical Education (CTE) finisher (earned two or more standard credits for a state-approved sequence in a CTE program) with a CTE credential,
3. Completion of a Work-Based Learning (WBL) experience, or
4. Completion of a service-learning experience.

For the 2022–2023 school year the CCCRI at ACHS was 94.31%.

### **Schoolwide Reform Strategies**

*\*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).*

### **Lancer Support Team**

ACHS has adopted the Virginia Tiered Systems of Supports (VTSS) model. This model is a data-informed decision-making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students.

This systemic approach allows divisions, schools, and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process. Implementing this model requires the use of evidence-based, system-wide practices with fidelity to provide a quick response to academic, behavioral, social, and emotional needs. The practices are progress-monitored frequently to enable educators to make sound, data-based instructional decisions for students.

Our Lancer Support Team functions under the anchoring process of integrating data, practices and systems to affect outcomes. The essential elements of an effective framework are:

- Aligned Organizational Structure

- Data-Informed Decision-Making
- Evidence-Based Practices
- Family, School, and Community Partnerships
- Monitoring Student Progress
- Evaluation of Outcomes and Fidelity

### **Professional Learning Communities (PLC)**

ACHS Educators work collaboratively in PLC's in an effort to better plan and deliver instruction. Our PLC's are divided into subject and content areas within specific departments and often include members of the content area, special education, and administration. It is our goal at ACHS to develop quality PLC's that utilize student achievement data to drive decision-making and instruction.

### **Professional Development**

Educators at ACHS are dedicated to their professional development and are a true representation of what it means to be a lifelong learner. Plans for professional development are created and implemented by ACHS and Division-level administrators. The focus for the 2023-2024 school year is Engagement with special emphasis on lesson planning and alignment of lessons to the state and local standards in order to create more engaging lessons.

### **Goals and Action Steps**

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