



# METOMPKIN ELEMENTARY

**Accomack County Public Schools**

## **CONTINUOUS SCHOOL IMPROVEMENT PLAN FOR:**

**Metompkin Elementary**

**24501 Parksley Rd. Parksley VA 23421**

**757-665-1299**

**[www.mes.accomack.k12.va.us](http://www.mes.accomack.k12.va.us)**

**2022-2023**

**Principal:** **Mrs. Michelle Buell**

**Assistant Principal(s):** **Dr. Dana Madison**

**Stakeholder Input:**  
(Check all that apply.)

- ☒ Teachers
- ☒ Building Administrators
- ☒ Central Office Administrators
- ☒ Parents/Guardians
- ☐ Community Members
- ☐ Business Partners
- ☐ Others (specify): \_\_\_\_\_

### **School Vision:**

The vision of Metompkin Elementary is to enable and inspire our diverse student body to become respectful, responsible, lifelong learners who make positive contributions to the world.

### **School Mission:**

It is our responsibility to set high expectations for all students and to provide the environment, instruction, and support to ensure that all students are learning and achieving as measured by rigorous standards.

## **#OneSchool, OneTeam**

**Metompkin Elementary has been serving the communities of Parksley and Bloxom since 1998. MES is the only ACPS school located within town limits and is often the site of church revivals, wedding receptions, and community functions.**

**CNA Executive Summary Metompkin Elementary**  
**Page 2 of 2**

SCHOOL PROFILE/DEMOGRAPHIC INFORMATION						
Model/Status for Most Recent School Year ( 2022-2023)			Student Population Percentages 2022-2023			
Total Enrollment:	560		Poverty:		91.0	
Attendance Rate:	88%		White:		20%	
Graduation Rate:	DNA		Black:		40.0%	
Dropout Rate:	DNA		Hispanic:		36.9%	
			Asian:			
Accreditation Status:	Accredited		Other:		3%	
Title I Model: School wide Program (SWP), Targeted Assistance (TA), Not Applicable (N/A)	School wide Program (SWP)		Special Education:		11.3%	
			English Learners:		41.9%	
			Gifted:		2.5%	
FACULTY/STAFF ( 2022-2023)						
Grade Level/ Content	Number of Teachers	Years of Experience by Content/Grade Level				New to School (for most recent SY)
		0-3 Years	4-7 Years	8-15 Years	>16 Years	
PK	1			1		0
K	4		1	1	2	2
1	5	1		1	3	1
2	5	1		2	2	1
3	4		3		1	0
4	4	1		2	1	2
5	4	2	1	1		0
Reading Specialists	2			1	1	0
Early Childhood Special Education	2	2				0
Special Education	3	1		1		0
Title I	2			1	1	0
ELL	4		2	2		1
Total:	39	8	7	13	11	7

**Curriculum Overview****History: SY 2021-2022-**

The five days of in-person learning was reinstated in Accomack County Public Schools for the 2021-2022 school year. Even though five days of instruction was offered, our teachers still had to provide one of the following: asynchronous, synchronous, or learning packets (if a student did not have internet) when students have been diagnosed with Covid or being quarantined due to being a close contact. The Covid Pandemic still affected how instruction was being provided. Students were constantly in and out of school because of Covid. Since September, MES had one hundred ninety-five students out because of being affected by Covid protocols. This number included students who had been affected many times. Grades and attendance were monitored by the teacher and the Attendance Committee to ensure that students were participating if they were capable. Instruction was impacted by the number of teachers that had been diagnosed with Covid or had been in quarantine. Grade three and five were impacted the most which are SOL tested grades. On average there were 59 days that substitutes were needed. Due to the shortage of substitutes, support staff had to be used to help cover the classes. When this happened, students in other grades were missing the additional support needed to bridge the learning that was missed during the 2020-2021 school term. As you can see, Covid has impacted our Curriculum and instruction for the last three years.

**SY 2022-2023**

**Reading:** The core curriculum for English/Language Arts is **Into Reading** which was purchased in the Spring of 2020. This is for grades K-3. This will be the 3<sup>rd</sup> year of implementation. **Advanced Benchmark** is the core curriculum for English/ Language Arts in grades three through five. Professional Development continues to be offered for teachers. PD for the SY 2022-2023 will include Formative Assessment, using data to drive instruction, Co teaching models, Lesson Planning with alignment to the SOL'S and having TTAC William and Mary to teach best practices for both special education teachers and general education teachers. The teachers also utilize the Accomack County Public School's pacing guides along with the Virginia Department of Education Standards of Learning and curriculum framework to drive instruction Teachers do supplement their curriculum by using novels, Imagine Learning, Words Their Way(K-5), Foundations (K-2), Heggerty K-5, Orton Gillingham and computer based learning programs. Grades K-3 will have a focus on Word study, Foundations and Heggerty to help address students who have been identified as performing below grade level by PALS. A scheduled reading block with different components was shared with teachers by the reading specialist to ensure that time is allotted to Word Study, Foundations and Heggerty. In grades four and five, a scheduled reading block with its components were shared as well. The Reading Specialists are providing support and professional development to address Word Study, Foundations, word study whole group, and small group instruction. A small group of experienced teachers met to create a core pacing guide for Foundations and Heggerty so vertical planning can ensure all teachers are teaching the same core concepts in these programs. This year there has been an amount of time added into each grade levels schedule for remediation. Power Up time is when deficient skills will be taught to specific groups of students. Data is expected to be gathered by all teachers and this will be placed into a corrective teaching form. This data will be reviewed each month at our early dismissal day. Teachers are expected to show the deficient skills, create a corrective teaching plan and then

---

reassess the skill. This will be done on a whole group and small group basis. In grades 3,4,5 there will be a "SWAT Team" approach to Power Up. This will allow 7 to 8 teachers/IA to go to the grade level and provide remediation to a small group. All of the students in the grade level will be divided into small groups based on math, reading, as well as social studies and science data. They will attend a small group remediation to reteach the skill. Also this year we will be using PALS in Grades four and five to determine a baseline instead of STAR Reading. The team felt as though STAR reading did not give a clear picture of students reading levels so the Title 1 Team will be administering PALS to all grades 4 and 5 students for a clearer picture. Lastly in our Language Arts block in 4<sup>th</sup> grade we will incorporate historical fiction that focuses on the Virginia Studies SOL's. This includes Jamestown and the Revolutionary War.

#### Math:

The core math curriculum is Houghton Mifflin's Go Math. This series was purchased in the Spring of 2018. This will be the 6<sup>th</sup> year of implementation. The teachers use the ACPS pacing guides and the Virginia Department of Education curriculum framework to focus their plans. A focus on utilizing the Enhanced Scope and Sequence lessons when available is expected. Math quick checks, Math Madness and IXL are all being used to supplement instruction. TTAC William and Mary will also be supplying best practices PD for special education and general education teachers. This year there has been an amount of time added into each grade levels schedule for remediation. Power Up time is when deficient skills will be taught to specific groups of students. Data is expected to be gathered by all teachers and this will be placed into a corrective teaching form. This data will be reviewed each month at our early dismissal day. Teachers are expected to show the deficient skills, create a corrective teaching plan and then reassess the skill. This will be done on a whole group and small group basis. MES will also be inviting in community partners to help share skills that are used in real life with math (Taylor Bank, Nasa, etc.)

---

#### Extended Learning Opportunities (Before, During, After School)

---

Metompkin Elementary School will offer after school programs targeted at ELL students, PALS identified students, and for students needing SOL remediation. These programs occur for one hour after the school day. All students receive a snack during the programs and transportation is provided.

Title I, ELL, and Special Education teachers will push into the classrooms and pull out to assist students who need extra support in reading and math. The pull out time will be used to address students who need intense remediation. We will implement the different types of Co-teaching models. Groups are flexible and based on data analysis of quarterly, weekly, and universal screening data points.

Extended learning opportunities are offered to the Talented and Gifted students once per week. Third, Fourth, and Fifth grade gifted students are clustered into one classroom and receive team teaching from the gifted and classroom teacher once per week. Governor's School is offered to our 5<sup>th</sup> graders at the end of the year.



## Areas of Strength

### Domain 1: Reading

In the area of SOL Reading overall student achievement was an 89% which is a 7 point increase from last year score of 82%. However this is the growth data and our raw data paints a different picture. Our raw score in English was a 56% up 10 points from last year's 46%. Even though, the number is low we did see some academic growth when you look at SOL strands.

### Domain 2: Math

For the 2021-2022 SOL math assessment, school wide adjusted pass rate is 89%, which is a 3 point increase from the 2020-2021 school year of 86%. Again this is our adjusted data and the raw pass rate was at 46%. The previous year had a raw percentage of 29%. We will continue to focus on math quick checks, supplemental math resources and using data to drive remediation. Data is expected to be gathered by all teachers and this will be placed into a corrective teaching form. This data will be reviewed each month at our early dismissal day. Teachers are expected to show the deficient skills, create a corrective teaching plan and then reassess the skill. This will be done on a whole group and small group basis.

### Domain 3: Science

Fifth grade students did participate in Science in the 2020-2021 SOL. Metompkin had a pass rate of 15% which was very low. For the 2021-2022 school year our pass rate improved to a 41%. We will increase the focus on scientific investigations throughout the year to help with retention of material as well as building students who are scientific thinkers. Science Kits which were delivered to the teachers in the 2021-2022 school year will be inventoried and teachers will be submitting a list of bi monthly experiments that will provide hands on experiences. Field trips will be scheduled that enhance the scientific SOLs such as a visit to NASA Wallops and Brownsville Preserve. Science IXL has been purchased for 5<sup>th</sup> graders to use as a supplement. Also this year 5<sup>th</sup> grade science is consisting of 4<sup>th</sup> and 5<sup>th</sup> grade SOLs and 4<sup>th</sup> grade Math teachers are also teaching the science standards. Data is expected to be gathered by all teachers and this will be placed into a corrective teaching form. This data will be reviewed each month at our early dismissal day. Teachers are expected to show the deficient skills, create a corrective teaching plan and then reassess the skill. This will be done on a whole group and small group basis. In addition we will be holding several Title One events that focus on science such as our Mad Scientist Night.

### Domain 4: Social Studies

For the 2021-2022 School Year, Metompkin Elementary School's 4th grade students demonstrated a 68% pass rate on the Virginia SOL test. The Virginia Department of Education allowed school division to select local alternative assessments during the 2021-2022. Our division decided to do a county benchmark for their alternative assessment in Virginia Studies for the 2020-2021 school session. Based on the benchmark results our students score was below thirty percent.

---

Teachers taught strictly Virginia Studies content in the content subject using materials from VDOE, materials from Julia Davis, and projects and hands-on learning. Teachers will support students' learning by providing study guides, interactive games such as Kahoots, SOL Pass, and various videos. This subject was reinforced by language arts teachers through writing projects that focused on Virginia Studies such as biographies, postcards, games that involved formulating questions, and novel studies on Virginia Studies nonfiction content books. For the 2022-2023 school year guest speakers and various field trips will be embedded into the curriculum. Power Up time has also been imbedded into the daily schedule for the 2022-2023 school year. Power Up time is when deficient skills will be taught to specific groups of students. Data is expected to be gathered by all teachers and this will be placed into a corrective teaching form. This data will be reviewed each month at our early dismissal day. Teachers are expected to show the deficient skills, create a corrective teaching plan and then reassess the skill. This will be done on a whole group and small group basis.

#### Domain 6: Commitment to Professional Learning

For the 2022-2023 school year an emphasis on PD will be seen. The PD that have already been scheduled include topics of Formative Assessment, ACES, Lesson Planning with alignment to the curriculum framework, TTAC William and Mary Best Practices for General Education and Special Education teachers. Other trainings provided within ACPS for the MES teachers include Performance Matters, Imagine Learning and how to differentiate based on individual needs. Using teacher walk through and formal observations, administration will identify weak areas and schedule PD for individual teachers. Monthly data meetings will be taking place on the one day per month that is an early out for students and a work day for teachers. During this time, teachers will be guided on how to look at specific data and learn how to use it to remediate non mastered content.

#### Domain 7: Safe and Orderly Environments:

The SOAR leadership team in 2021-2022 was reestablished and met monthly to review data, set behavior goals, and consider strategies to determine next steps. Schoolwide special events were scheduled for students who followed the PBIS school expectations which included extra recess and popsicles, a sock hop, dress like a super hero day and a school wide carnival to end the year. The attendance for the carnival was tied into the effort that each child gave during our SOL testing.

Check-in-check out supports provided interventions to tier 2 students The SOAR team met monthly to look at data.

MES is also using our guidance counselor, mental health specialist, behavioral specialist, and outside community agency to help deal with trauma that many students are dealing with since Covid-19.

#### Domain 8: Family and Community Engagement

---

Title 1 events continue to be a major focus at Metompkin Elementary and the goal of promoting closer connections between school/home/community by strategically involving staff, parents and students to promote school communication and activities. For the 2022-2023 school year staff morale will also be a focus as well as creating a core group of parents known as the Parent Ambassadors. These parents will be "on call" for their neighborhood and will be the contact person to ask questions. This could include how to complete a particular homework assignment, share information about an event and be a spokesperson to the staff at MES. The Principal will also be holding quarterly events as a Town Hall meeting for parents to come communicate and share thoughts. The principal also posts a bi weekly newsletter on social media to communicate with parents about various topics within the school. We will also be adding the Proud Parent Award as part of our quarterly Eagle Excellence Awards,

We continue to send consistent communication in the 3 main language home to our guardians, The faith based organizations supported the school and teachers all throughout the year; supplies, breakfast, lunches and support in general.

## Areas of Improvement

**Domain 1: Reading** For the SY 2022-2023 we will be focusing on the following areas in English.

We will work to decrease the number of PALS identified students in K through grade three. The data for current first grade students shows 55% of students are identified. Current second grade students' data shows 57% are identified. Current third grade students' data shows that 74 % were identified as underperforming. This is a reflection of Spring 2022 data. Adjustments will be added after the assessment is given in the fall of 2022. We will be working to increase the number of students that are performing at or above grade level according to PALS data in Grades 4 and 5 . This year we will be using PALS as our main data point to identify students who fall below the benchmark in Grades 4 and 5. This assessment is currently underway and will be added when available. Another portion of our English Goal is to Increase the number of African American students who met the benchmark during the 2021-2022 school year. The 3-year trend using raw data is as follows: 45%, 46%, 51%. Lastly we will work Increase the number of students with disabilities who met the benchmark during the 21-22 school year. The three year trend using raw data is 24%, 14%, 32%.

**Domain 2: Math-** For math in the 2022-2023 school year we will Increase the number of students with disabilities who met the benchmark during the 21-22 school year. The three year trend using raw data is 39%, 17%, 21%. We will also Increase the number of African American students who met the benchmark during the 2021-2022 school year. The 3-year trend using raw data is as follows: 42%, 19%, 35%.

**Domain 3: Science**

In the 2022-2023 school year in the domain of science we will increase the pass rate in order to meet state accreditation. Current three year trend using raw data shows 78%, 15%, 41%.

**Domain7 : Commitment to Professional Learning-** For the 2022-2023 school year Teachers will gain knowledge and understanding of effective techniques, strategies, and resources through professional development in core subject areas.

**Domain 8- Safe and Orderly Environments:** For the 2022-2023 school year we will work to Decrease the number of referrals written on offenses that occur in the classroom by using the Olweus curriculum and the PBIS events.

**Domain 9- Family and Community Engagement:** For the 2022-2023 school year we will work to Promote closer connections between school, home and community by strategically including staff, parents, students and community partners in our school activities in hopes to foster good working relationships and open communication. We will promote parent relationships by including a parent ambassador program as well as adding Proud Parent Award as part of our quarterly Eagle Excellence Awards,