

Accomack County Public Schools
CONTINUOUS SCHOOL IMPROVEMENT PLAN FOR:
Pungoteague Elementary School
28480 Bobtown Road, VA 23410
757-787-4032
2022-2023

Principal: Dr. Brian O. Patterson

Assistant Principal(s): Ms. Alicia Payne

Stakeholder Input:
(Check all that apply.)

- ☒ Teachers
- ☒ Building Administrators
- ☒ Central Office Administrators
- ☒ Parents/Guardians
- ☐ Community Members
- ☐ Business Partners
- ☒ Others (specify): Title I Lead Specialists

Pungoteague Elementary School

CNA Executive Summary

Pungoteague Elementary

SCHOOL PROFILE/DEMOGRAPHIC INFORMATION

Model/Status for Most Recent School Year		Student Population Percentages	
Total Enrollment:	469	Poverty:	209
Attendance Rate:	No Data	White:	175
Graduation Rate:	N/A	Black:	204
Dropout Rate:	N/A	Hispanic:	77
		Asian:	0
Accreditation Status:	Accredited	Other:	9
Title I Model: Schoolwide Program (SWP), Targeted Assistance (TA), Not Applicable (N/A)	Schoolwide Program	Special Education:	67
		English Learners:	54
		Gifted:	16

FACULTY/STAFF

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	
Pre-K	1		1			
K	3	1	1	1		
1	3	2	1			1
2	3	1	1	1		1
3	3	2		1		
4	3	1	2			1
5	3	1			2	1
ELL	1			1		
Reading Specialists	1			1		
Special Education	6	1	3	2		
Title I	2	2				
Total:	29	11	9	7	2	4

EXECUTIVE SUMMARY

Curriculum Overview

Prior to the March 13, 2020 shutdown for Covid 19, students in Pungoteague Elementary School demonstrated steady progress as a whole in reading and language arts over the three previous SOL testing cycles. SOL scores maintained an overall passing rate for the school for three years as a result of the development and implementation of instructional interventions which included, but were not excluded to, small group and whole group instruction techniques, incorporation of appropriate assessments such as PALs and Benchmarks to name a few, and proper strategizing for Tiered groups of students based reading needs as evidenced by assessment outcomes.

Over those three testing years, students demonstrated increases in the percentage of pass rates in grades 3, 4 and 5 on the SOL tests as follows: 2017 - 77%, 2018 - 87%, and 2019 - 77.5% (with a three-year average of above 80%). Division benchmark assessments and overall increase in grade level readiness according to the PALS tests for pre K through 2nd grade were all indicators of students' higher level of success compared to three years prior when the school was unaccredited and labeled a School in Need of Improvement from 2013 to 2016. This progress towards three consecutive years of accreditation was attributed to the implementation of a viable curriculum with full fidelity (as evidenced by classroom observation data), appropriate instructional level planning for students through tiered interventions, and structural, programmatic support of teachers' instructional methodology in reading.

On the Virginia Reading SOL for the 2019, the last year that it was administered since the Covid-19 shutdown, Pungoteague Elementary School made full accreditation in all areas except that of the Special Education sub-group. Reading instruction had consistently been the primary area of improvement for the school and the vast majority of Title I funding in the form of services and fiscal resources had been targeted in its support. With the hiring of new staff members, we have the following professionals to support students' reading learning needs from PreK to 5: 2 full time Reading Specialists and 1 half time PALS funded reading specialists, a Title I Intervention Specialist, as well as a Title I Instructional Assistant. Further breakdown of the data and supports derived from that data follows,

Third Grade – Fifth Grade

In grades 3 – 5 prior to 2018-19, Tier II and III students who needed more individualized instruction were targeted. Staff provided numerous in-house professional development sessions in order to assist with strategies to increase competence in Tier I instruction. Now that PES has had a steady pass rate in Reading, staff continued with current instructional practices with an emphasis on Small and Whole Group instruction to be delivered at the students reading instructional level. This is accomplished through continuous assessment and data disaggregation throughout the school year including PALS, STAR, and benchmarks as well as teacher made formal and informal assessments that parallel the curriculum.

There have been noticeable deficits in Reading with the Special Education students prior to the shut down, so there has been a renewed focus on continuing professional development of special education instructional practices. Our goal for the 2020-2021 SOL is to increase the pass rate of this population by 10 % for grades 3, 4, 5.

PALS: Kindergarten – 3rd Grade

In Kindergarten through 3rd grade, we will provide tailored instruction for the Tier I, II and III students under the current conditions of hybrid A/B day in person teaching and virtual teaching. Because of the special circumstances we are facing, we are servicing students in many different ways. These may include; In Person Small Group Interventions, Zoom Sessions in Small Groups, Whole Group In-Person Sessions, and/or Zoom Whole Group Lessons. The Reading Team meets on a regular basis to identify the needs of our students in order to provide the most effective instruction.

In the Fall of 2019, the number of PALS Identified Students were as follows: Kindergarten: $17/71 = 24\%$, 1st Grade: $24/70 = 34\%$, 2nd Grade: $26/76 = 64\%$, 3rd Grade: $20/82 = 24\%$. After returning in the new school year for 2020-2021, we have PAS tested, 95% of our testing population in Grades K – 3rd. With only a small portion left to test, the number of PALS identified students have increased tremendously. Our current PALS identified students are as follows: Kindergarten: $26/52 = 50\%$, 1st Grade: $26/61 = 43\%$, 2nd Grade: $35/62 = 56\%$, 3rd Grade: $27/66 = 41\%$. We attribute these increases to the lack of continued and focused education throughout the COVID shutdown. Looking ahead, we will strategize and implement planned, structured teaching to reduce the number of PALS identified students in each grade level by at least 20% during the 20-21 school year.

We currently utilize the textbook series, Benchmark Advance, in Kindergarten through 3rd grade for the Tier I instruction. This series is a comprehensive, integrated core literacy program that helps teachers be successful with changes in literacy instruction and prepare ALL students for life in the twenty-first century. The program focuses on balancing informational and literary text, learning through grade-level complex text, engaging in collaborative conversations about text, writing about what is read, building knowledge in all disciplines, and developing academic, domain-specific vocabulary. Within the program, the following components of a balanced literacy program are followed: Shared Reading, Interactive Read-Aloud, Reading and Writing Mini Lessons, Phonics and Word Study and Small Group Instruction.

This year we were also fortunate to have purchased the Foundations Reading Program to use for our Tier II and III interventions. The Foundations program provides students with a systematic program in the foundational skills for reading and spelling, emphasizing phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary and spelling. Foundations is a multisensory, structured, systematic, cumulative, and explicit program with a clear and thoroughly documented research basis. The Reading and Intervention Specialist will utilize this program within the intervention groups, as well as in whole group settings, where it is necessary.

Development of Staff in Reading Expertise

As a school, we will continue Team Planning twice a week, one day focused on Reading. Within those Team Meetings, classroom teachers, administrators, Title I Specialists and Special Education teachers will collaboratively meet and analyze common assessments and specific needs for both students and teachers. These common assessments are developed by teachers through measures that will provide fair and equitable opportunities for all students to succeed. Students who do not master specific skills will be targeted and teachers or Title I Specialists will reteach and reassess students as needed. Planning times will also include the Special Education Teachers (at least twice a week) in order for teachers to collaborate and plan for instruction that meets the needs of all students.

With the implementation of a new textbook series, Benchmark Advance, teachers in grades K – 3rd have received professional development. During this professional development, teachers collaborated with professionals to learn and develop instructional strategies. The Reading Specialist is also working with each grade level and leading a professional

learning community in a book study. The book takes teachers through how to say less so readers can do more within the classroom. Teachers will read and meet with the Reading Specialist once a week, following a study guide with discussion questions.

SWD Gap Group

PES Students with Disabilities had made significant, steady growth from 2015 to 2018, however, this subgroup population's pass rate plummeted in 2018 – 2019. The SOL Reading Pass Rates over the last four years for SWD is as follows:

2016 - 16: 21%

2017 - 17: 54%

2018 - 18: 59.38%

2019 - 19: 32%

2020 – Pandemic (no SOL Data)

The goal is to increase SOL Reading Pass Rate for the Subgroup SWD by 10%. Students With Disabilities will achieve a minimum pass rate of 42% in the 2018-19 SOL Reading Assessment. The primary intervention is directly targeting the improvement of instructional methodology and delivery systems. PES is dedicated to restructuring and realigning special education students into inclusion settings that optimize services for those special education students. PES will continue to emphasize best practices through the least restrictive environment with a heavy emphasis on team teaching when possible. The staff shortage greatly reduces the likelihood that this strategy can be implemented with fidelity.

Again as above, prior to the barriers presented by Covid 19, students at Pungoteague Elementary School demonstrated an overall proficiency in this subject area over the prior three years. Student pass rates for the last three years have been (in ascending order): 2017 - 84%, 2018 - 92%, and 2019 - 88%. The three-year average is 88%. SWD Subgroup three year trends have been 2017 – 50%, 2018 – 76%, and 2019 – 48%, respectively.

PES Students with Disabilities had made appropriate growth in Math leading up to the 2018 – 2019 school year with a score of 76% pass rate during that SOL test year. However, this group's performance regressed as evidenced by the 2019 SOL spring test results which garnered a final pass rate of 48%. The school's goal is to increase this group's pass rate in math by a minimum of 10% during the 2020-2021 School Year.

For all students including SWD category students, there has been a focus on increased hands-on investigation into the various standards as well as the increased incorporation of technology in the instructional process. Emphasis on critical thinking skills associated with this subject are emphasized. Writing assignments and reading in the content area strategies are integrated on a daily basis with math content. There is also a school wide utilization of Performance Based Assessments as a means of increasing students' critical thinking skills with an emphasis on teaching teamwork and collaboration in student teams. Teachers have developed at each grade level a performance based assessment project based on a real-life problem. Each project entails a submitted proposal of a hypothesis or problem, a process to research and address the problem, an output product summarizing solving the problem and will be done in conjunction with and through the support of an authentic community-based relationship (business, private, non-profit, government agency, etc...). Math components are integrated into the final project

Extended Learning Opportunities (Before, During, After School)

Professional development, especially that which pertains to the development of Virtual Instruction under the current Pandemic situation, is paramount. Teachers have had a focus on professional development over the last three years prior to the pandemic as follows:

Topics of professional development that teachers have attended

- Reading - 25%
 - Classroom Management - 13%
 - Special Education - 13%
 - Math - 11%
 - Science - 8%
 - Writing - 6%
 - History - 5%
 - Other random in-services and conferences have included - Nature Conservancy; EL and Pre-K; Music; Co-Teaching; Speech and Language; Trauma Informed Education; Crisis management; Art; technology; CPR
-

Barriers to professional development at this time revolve around the issue of the urgency of learning how to deliver instruction virtually.

- Knowledge of the Canvas platform
- Resource provided through eh state and through the county
- Availability of devices for students such as Chromebooks and iPads.
- Internet availability for students in our community and for the teachers at their homes
- Time to learn while being held responsible for delivering instruction simultaneously.
- Difficulty finding meaningful sessions for instructional programs that can be integrated to the Canvas Classroom.

For this goal, the lack of available data is data itself. It became very difficult to brainstorm different indicators that would lead to at least a triangulation of data sources. Over the course of this year, attention to this goal will include targeting new areas to measure including observational data on teacher implementation of strategies based on clearly needed professional development and in-service sessions.

Areas of Improvement

Family Engagement

Family engagement continues to be a focus area for the school based on research data that indicates its positive effect on student success. The school will continue to have more engaging Title 1 Nights specifically geared to helping parents with their children at home supporting their education. In addition, we will be implementing some student-led presentations to engage parents with instructional practices. More teachers are continuing to utilize the Remind App as a means of improving communication between parents and teachers. For this goal, the lack of available data is data itself. It became very difficult to brainstorm different indicators that would lead to at least a triangulation of data sources. Over the course of this year, attention to this goal will include targeting new areas to measure including observational data on teacher implementation of strategies based on clearly needed professional development and in-service sessions.

Continued Implementation of Community Relationships for Performance Based Assessments

Research indicates that there is a clear relationship between the types of assessments and the types of teaching to satisfy the assessment. SOL assessments have led to a heavier focus on skills based teaching and ‘teaching to the test’ tactics. Performance based assessment requires a greater level of critical thinking and interpretation on the part of the student. PES will continue to utilize Performance-Based Assessments as a means of increasing students’ critical thinking skills and increase skills in teamwork and collaboration with other students.

We will continue to require a performance-based assessment project for each grade level based on a real –life problem. Each project will entail a proposal of a hypothesis or problem, a process to research and address the problem, an output product summarizing solving the problem and will be done in conjunction with and through the support of an authentic community-based relationship (business, private, non-profit, government agency, etc...)

Pungoteague Elementary strives to target data sources pertinent to understanding the needs within the school based on parent perspective. Surveys are inclusive of all stakeholders (parents, students, and staff) that address instructional practices which are topics of analysis. We

recognize the need for improved data collection to determine our strengths and weaknesses involved with parent engagement. The data will be used to support our opportunities for parent engagement for the following year in order to combine academic and social events.

The school strives to make parents aware of school related activities and initiatives through the use of monthly calendars, newsletters, web page narratives, automated calling notification systems as well as the addition of advertising events on our new marquee. Pungoteague has begun to participate in a weekly broadcast through the local radio station, WESR, whereas students record updates of what's happening in the school for their weekly broadcasts. Pungoteague is mindful to include parents of different language backgrounds through the use of interpreters in both robocall announcements and all written communication that is dispersed through the school to the public.