

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): Mrs. 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 2023-2024

SCHOOL PROFILE/DEMOGRAPHIC INFORMATION						
Model/Status for Most Recent School Year				Student Population Percentages		
Total Enrollment:	463			Poverty:	Data No Longer Attained	
Attendance Rate:	Level Two: On or Above Standard (Yellow)			White:	174	
Graduation Rate:	N/A			Black:	203	
Dropout Rate:	N/A			Hispanic/Latino:	67	
				Asian:	3	
Accreditation Status:	Accredited: Level Two: Near Standard (Yellow) Achievement Gap Math			Other:	18	
Title I Model: Schoolwide Program (SWP), Targeted Assistance (TA), Not Applicable (N/A)	Schoolwide Program (SWP)			Special Education:	72	
				English Learners:	37	
				Gifted:	19	
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	4	1	1	2		
1	3	1	1		1	1
2	3	1	1	1		
3	3		1	1	1	1
4	3	1		1	1	
5	3	1			2	
ELL	1				1	
Reading Specialists	1				1	
Special Education	7	3	2	1	1	2
Title I	2			2		
Total:	31	8	6	9	8	4

EXECUTIVE SUMMARY

Curriculum Overview and Academic Areas of Focus

Following the Covid19 interruptions to standard education practices, students in Pungoteague Elementary School demonstrated steady progress in reading and math based on the latest SOL testing sessions in May, 2023. SOL scores, when utilizing the growth model implemented by the state in response to the Covid based obstacles to continuous education opportunities, were overall passing in the three tested subject areas. PES has remained accredited for seven straight years. The overall pass rate was the 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 Tiering students based on reading needs as evidenced by cross correlation of various assessment measures

The following table represents the last two years of SOL assessments with comparative growth scores.

PES 3 Year Testing Cycle Comparison	2019 SOL Scores	2022 SOL Raw Scores	2022 SOL Adjusted Scores	2023 SOL Raw Scores	2023 SOL Adjusted Scores
3 rd Reading		57%	84.55	61.8%	85.3%
4 th Reading		68%	91.76%	68.1%	77.3%
5 th Reading		60%	85.18%	67.1%	85.5%
Total Reading	77%	61.5%	87.34%	65.7%	82.6%
3 rd Math		60%	85.7%	60.8%	84.1%
4 th Math		51.4%	89%	52.9%	63.4%
5 th Math		75%	93.68%	76.7%	92.4%
Total Math	88%	62.1%	88.84%	62.1%	81.5%
Va. Studies		44.3%	73.7%	78.2% (Highest in ACPS)	83.1%
Science	80%	51.4%	71.83% (Used Three Year Average)	71.2%	76.5%

Current school profile report for 2022-2023 indicates that the school is **Accredited** with **Achievement Gap English Subgroup: Level II; and Chronic Absenteeism: Level II**. The area that the school needed to improve from the 2022-23 School Quality Profile was the area of Students with Disabilities: Math, which had a reduction of the failure rate by at least 10%. This progress towards seven 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.

Third Grade – Fifth Grade Reading

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, 4 half time PALS funded reading tutors, a Title I Intervention Specialist, and a Title I Instructional Assistant. Further breakdown of the data and supports derived from that data follows,

In grades 3, 4, and 5, Tier II and III students who needed more individualized instruction were targeted and served through strategized resources. Staff provided numerous in-house professional development sessions in order to assist with strategies to increase competence in Tier I instruction. PES has consistently had a steady pass rate in Reading as staff focused on instructional practices that emphasized Small and Whole Group instruction targeted at the students reading instructional level. This is accomplished through continuous assessment and data disaggregation throughout the school year including PALS, STAR, Lexia and standards based growth assessments as well as teacher made formal and informal assessments that are aligned to the curriculum. Power up blocks will also be incorporated daily this school year. During these blocks, all students will receive extra specialized instruction on their level outside of their normal reading blocks. Teachers will also utilize their Orton-Gillingham training on phonics and morphology into their daily reading blocks.

There continue to be 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. Programs such as Lexia have been purchased to help with these interventions. Our goal for the 2023-2024 SOL is to decrease the failure rate by 10 %. This goal was not met last school year.

PALS: Kindergarten – 3rd Grade

In Kindergarten through Grade 3, we provide explicit and systematic instruction in the core reading areas including: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. Our staff collaborates at grade level meetings which include Title I team, Reading Specialist, EL teacher, SWD teacher, and the classroom teacher. During this grade level planning we discuss Reading Data and analyze where to tailor instruction based on student needs. The Title I Leadership team also meets on a regular basis to identify the needs of our students in order to provide the most effective Tier III instruction.

Coming out of the Pandemic, we have seen many changes within the number of PALS identified students. Because of the influx of students with reading and/or spelling difficulties, as a staff, we decided that we needed more emphasis on explicit teaching in Grades K - 2. As with any initiative, there is a 3-5 year process for change within a building. During the 2022-2023 School Year, all of our teachers were trained through the Institute of Multi-Sensory Learning in the practices of Orton Gillingham Comprehensive Instruction.

By analyzing our Spring 2023 PALS scores, we could tell change was starting to happen within most Tier I Core Instruction. The number of PALS identified students was reduced significantly in all grade levels except 1st Grade. The following was our Spring Data with the reduction rate included. Kinder 24/74 = 32% Identified (Reduced by 9%), 1st Grade 33/60 = 55% Identified (Increased by 8%), 2nd Grade 20/60 (Spelling ONLY) = 33% (Reduced by 12%), 14/60 (Reading) = 23% (Reduced by 22%); 3rd Grade, 22/70 (Spelling ONLY) = 31% (Reduced by 18%), 7/70 (Reading) = 10% (Reduced by 39%). Our goal this school year is to reduce the PALS identified students by 15%. As we begin this school year, all Grade levels K-3rd will be beginning the school year with Orton-Gillingham instruction.

Orton-Gillingham is a highly structured multisensory approach to teaching reading and spelling. The program breaks reading and spelling down into smaller skills, then builds on these skills over time. The teachers will use auditory, visual and kinesthetic strategies that connect language with letters and words. Orton-Gillingham focuses on the learning needs of individual students. Lessons are designed to be explicit, direct, sequential and systematic. This is not only effective for all students but essential for teaching students with disabilities.

At this time, Benchmark Advance is the current adopted Textbook Series used in K-3rd Grade. This series is an integrated CORE curriculum program that prepares students for instruction across disciplines. The program uses a Balanced Literacy Approach with Leveled Texts. In 2023-2024, Benchmark Advance teamed with the University of Florida Literacy Institute to create Decodable Text which is research and scientifically based. Our goal is to gain access to these decodable texts and put them in the hands of teachers and students to follow the theme of explicit and systematic instruction.

As a school we are including in our school day an intense remediation/enrichment time for each grade level called Power Up. This 30 minute block of time will be used to provide differentiation across each grade level for all Tier I, II and III students. All classroom teachers, the Title I team, Reading Specialist, EL and SPED teachers will join each other in planning for all student needs. This block of time will be used to teach across disciplines and allow students for inquiry and higher order thinking at the Tier I and II academic levels. The Tier III students will be provided intense remediation tailored to meet individual needs.

Kindergarten – Fifth Grade Math

In Kindergarten-Grade 5 the focus during 2023-24 school year will be on small group math instruction with an increased focus on math fluency skills. In-house professional development will be provided for staff during the school year to guide Tier 1 instruction and small group math planning. Weekly planning meetings will be held at the grade levels to guide Tier 1 instruction. A Power Up block has been added to the school day to allow for specialized math instruction. Pungoteague has purchased licenses for i-Ready, an online program for mathematics to help teachers determine student needs, personalize their learning, and monitor progress throughout the school year. This program will provide data for monitoring progress as well as provide intervention lessons for Tier 3 students.

Students with disabilities continue to be an area of need with regards to SOL data. Our goal for the 2023-24 school year is to decrease the failure rate by 10%. This goal was not met this year.

SWD Gap Groups: Reading and Math

Although this is not an area that garnered Level II or II warning, it is still a subgroup area that is below the pass rate. Math did receive a single, testing year Level III warning by dropping from a 64% to a 48% pass rate. English gained a little but was still below the required pass rate with a 71%. The goal is to increase the SOL Reading Pass Rate for the Subgroup SWD by 4 points to the required 75% pass rate for this subject area. PES Students with Disabilities had made appropriate growth in Math last year gaining a 64% pass rate in 2022. However, this groups' performance regressed as evidenced by the 2023 SOL spring test results which garnered a final pass rate of 48%. The disabilities Gap Group was flagged for improvement on the School Quality Profile report. In Math, students With disabilities will decrease the failure rate by 10%. 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. All Special Education teachers are being trained in Orton-Gillingham to be utilized with their Tier III reading students and it is primarily done through a pull-out separate instructional setting as written in the students' IEPs.

Science

Science has been an area with continual consistency hovering between a 77% - 86% pass rate over the last seven years. Last year, the raw pass rate was only 51% so the three-year average was applied and the adjusted score was a 73% pass rate. Science scores for the 2023 SOL were a true percentage at a 76.5% pass rate. Unlike Reading and Math, no growth formula is applied. For all students, including SWD category students, there will be a continued 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.

Other Academics

Writing assignments and reading in the content area strategies are integrated on a daily basis. 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. The use of the newly set up STEM/Science Lab will be utilized at least weekly by the 5th grade science teacher. Furthermore, a

requirement for each grade level, including 4th grade, to incorporate Science instruction throughout the school year will be enforced. Finally, the school has addressed the Governor's Tutoring Playbook All In VA and has set up a schedule that includes PowerUp blocks four days a week for differentiated instruction and specifically, remediation due to Covid19.

Extended Learning Opportunities (Before, During, After School)

Teachers have had a focus on professional development over the last three years prior to the pandemic as follows:

- 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

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, there will be a heavy focus on training teachers in the use of Orton-Gillingham reading strategies for Tier III struggling readers. and 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 Strength

Areas of strength include the overall continuous success of the school based on reading, math and sciences scores over the last six years. The school twice received the Virginia Department of education's *Continuous Improvement Award*. Overall behavioral incidents have steadily decreased prior to Covid and during the 2021-2022 school year they totaled only 100 referrals for the year with all or almost all being of a very minor nature. The staff has steadily become more and more tenured as most staff are choosing to stay and there is very little turnover. This, more than any other issue, has been key to the success of the school. Funding through Title I and other Covid based stimulus monies has greatly contributed to being able to get the correct resource to the teachers and the school. The expertise of the Reading Specialists, the Title I Lead Teacher, and the Assistant Principal have greatly improved the *Coaching Culture* that was implemented seven years ago. Pungoteague is truly a continuous learning community.

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. All teachers are continuing to utilize the Remind App as a means of improving communication between parents and teachers. We have also implemented the Remind App for school wide communication for events, activities as well as important information that needs to be communicated in a timely manner. We continue in our efforts to have all of our families sign up for this mode of communication. The usage of this app will be evaluated at the conclusion of the school year. 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.

In addition to improving our communication, we have been working diligently to build a PTO at Pungoteague. During the 2022-2023 there were two consistent members, a parent and the Assistant Principal. This year, the PTO membership has risen to a consistent group of 7 members. Although small, we are fundraising to provide indoor recess bins for our classrooms as well as providing social activities for our students, such as dances and a fun run that will occur during the school day. With many ideas and events planned, we are looking forward to the future growth of our PTO. One of our most important goals that we continue to strive for is to have a variety of cultural backgrounds involved in our PTO. We would like to have all of our students represented; however, at this time, not all student populations are represented. This is an area we will continue to strive for in being successful.

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 using 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 using interpreters in both robocall announcements and all written communication that is dispersed through the school to the public.

