Schoolwide Plan Executive Summary for Patrick Springs Primary School

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SCHOOL SUMMARY

Patrick Springs Primary is a Title One Target Assisted rural elementary school serving students in grades Pre-Kindergarten to 3rd Grade. PSPS is a feeder school to Hardin Reynolds Memorial School and to Patrick County High School. At Patrick Springs, all students receive free or reduced lunch. 60% of students at Patrick Springs are considered economically disadvantaged. Head start is based in our school and has 18 students not included in the totals below. PSPS has sixty-four students with Individualized Education Plans, to help differentiate instruction so that it meets their different and various needs. All students are taught the core subject areas in a self-contained classroom which may be regular education, Multi-handicapped, Intellectually Delayed, Autism or Early Childhood Special Education services, Speech and Language, or Other Health Impaired.

Patrick Springs Primary School is a primary school that houses PreK-3 plus special education programs for DD, ID, Autism, and MH. The current school population is students (118 males and 123 females). The ethnicity of the student population is as follows: White (196)= 81%, African American (5)= 2%, Hispanic (22)= 9%, Asian(0) = 0%, and (0) Multi-race =0%. PSPS currently has sixty-four students (26%) receiving special education services.

Patrick Springs Primary School has approximately 56 staff members. Our reading staff consists of one Title One teacher and two instructional assistants, and three full-time PALS tutors. At our school, all kindergarten, first-grade, second-grade, and third-grade students have 1:1 iPads. Our literacy instruction currently includes small feature-based Reading groups and small group Word Study in grades K to 3. We will also continue assessing our students in grades K-3 using Developmental Spelling Assessment, Test of Phonological Awareness (TOPA), LETRS Assessment, and PALS for Running Records. Patrick Springs Primary currently offers a preschool program for children four years of age. There is one class of 18 students. Patrick Springs Primary School participates in the weekend Backpack feeding program for 30 children. The school provides a part-time counselor to assist students, parents, and staff. PSPS will continue to utilize after-school tutoring provided by classroom teachers and in-school tutoring provided by retired teachers.

STUDENT INFORMATION

Grade Range:	PK - 3	Percentage Hispanic:	9%	ELL Percentage:	Less than 1%
Total Enrollment:	241			Students with Disabilities Percentage:	26%
		Percentage Black:	2.23%		

Percent of Students Identified as Economically Disadvantaged:	69.08%	Percentage White:	81.70%	Attendance Rate:	79.57%
		Percentage Asian:	0%	Graduation Rate:	
Federal Accountability Status:	Title I	Percentage Native American:	0%	Dropout Rate:	

SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators:	1
Number of General Education Teaching Faculty:	15
Number of Special Education Teaching:	6
Number and Type of Itinerant Faculty:	3
Number and Type of Coaches:	0
Number of Teacher Assistants:	14
Number and Type of Specialized Teaching Staff:	1 - Title I, 1 Nurse, and 2 Speech Therapist, 1 Occupational Therapist
Number and Type of Resource Staff:	1 - EL Teacher (P/T)
Other Faculty Support:	2 - Custodians, 1 - Secretary, 2 full-time & 2 part-time - Cafeteria staff

CURRICULUM OVERVIEW

Patrick Springs Primary has the following classes: 1 - PreK, 2 - Kindergarten, 3 - First Grade, 3 - Second Grade, 2- Third Grade, 1 - ECSE 3 Y/O, 1 - ECSE 4 Y/O, 1 - SPED-ID, 1 - SPED-MD, and 1 SPED-Autism class. All classes are self-contained. Students with disabilities that are not in a self-contained class are served through inclusion and resource support.

PLC meetings are held twice monthly to examine student data. Data from SOLs, CIP benchmarks, Mastery Connect, and classroom formative and summative assessments are used to identify areas of specific strengths and weaknesses. Progress is monitored using SOL checklists and student data sheets which list the students' mastery of each SOL. Students are re-tiered each 4.5 weeks. Small learning groups in each content area are flexible and students can move in or out of groupings for more or less support on skills.

Programs and strategies of focus included in the area of reading instruction are Amplify CKLA curriculum for Language Arts instruction. OG (Orton-Gillingham-direct, explicit, structured, sequential, and prescriptive way to teach literacy), UFLI, ZEARN, LEXIA, LETRS Training, VAALS, Phonemic Awareness, Fluency, Comprehension, use of the CIP resources and community, etc.

Programs and strategies of focus included in the area of math instruction are Number sense drills and activities, the question of the day, use of CIP resources, use of the Go Math curriculum, online learning tools, etc.

EXTENDED LEARNING OPPORTUNITIES

Professional Development is provided to administrators, teachers, and staff where the focus is to improve the instructional methods and strategies utilized in our school. A comprehensive needs assessment was completed to determine specific needs. Conferences are also available based on individual staff members' needs. Professional development is offered throughout the school year through the district as well as on-campus PLC and faculty/staff meetings. The professional development is aligned to district initiatives and strategies that teachers can use as a resource to support student needs.

Social-emotional learning is critical to re-engaging students, rebuilding relationships and school communities, and creating equitable learning environments for all students. Training will be provided for all instructional staff in the area of mental health and well-being. School counselors will have dedicated time to provide social-emotional learning support. Patrick County Public Schools will utilize existing PBIS strategies to support social-emotional learning and foster student confidence and competence. Formal and informal strategies may include morning meetings, advisory periods, PBIS strategies, counseling sessions, etc. Using data from both formative assessments and social-emotional assessments, teachers will revise curricula/pacing to address missing content as a result of extended school closures. Special consideration will be given to missing content from the previous year, identification of content connections between grade levels, and student progression toward learning goals. Vertical planning within schools will allow teams to identify and ensure missing content is presented to students in a variety of formats.

PSPS school will have remediation/enrichment intervention time for Tier II and Tier III provided for reading and math by the school interventionist, instructional assistants, and/or classroom teacher at an assigned time based on student, classroom, and grade level needs. In addition, other learning opportunities, such as SOL Night and Read/Math Nights, are provided.

AREAS OF STRENGTH

Since PSPS only has one testing grade, yearly growth is only compared in the third-grade setting. For the 2023-2024 school year SWD had an 91% pass rate on the math SOL and a 82% pass rate on the reading SOL. The SWD percentage pass rate has increased from 2022-2023 school wide data showing improvement.
- See SOL trend data below and percentages for the 2020-2023 school year.
- Our overall Reading SOL state accreditation rate for Spring of 2024 is 90%. This was an area of strength.
- Our overall Math SOL state accreditation rate for Spring of 2021 is 57.14 %. This did not meet the state accreditation pass rate of 75% but was still higher than most surrounding districts when compared to the CIP data.
- Our overall Math SOL state accreditation rate for Spring of 2022 is 84.44 %. This met the state accreditation pass rate of 75%.

- Our overall Math SOL state accreditation rate for Spring of 2023 is 95.1 %. This met the state accreditation pass rate of 75%.
- Our overall Math SOL state accreditation rate for Spring of 2024 is 98%. This met the state accreditation pass rate of 75%.

AREAS OF CONCERN

- 2024 Spring PALS data

Grade	# Assessed	# Identified	Percentage ID'D
K	51	12	23%
1st	62	26	41%
2nd	49	12	24%

PREK
Spring 2024

Letter Knowledge		Phonological Awareness			Language Comprehension		Emergent Writing
Letter Names	Letter Sounds	Syllable Segmenting	Beginning Sounds	Phoneme Blending	Passage Retell	Passage Questions	Name Writing
12/18 are strong	14/18 are strong	15/18 are strong	9/18 are strong	4/18 are strong	7 scored a 3 or above	Expressive 11 scored a 2.5 or above	15/18 got a 3 or above
5/12 are growing	1/18 is growing	1/18 is growing	5/18 are growing	4/18 are growing		Receptive 17/18 scored a 2 or above	

Areas of strength: Alphabet Knowledge and Syllable Segmenting

Areas of concern: Phoneme Blending :58% of students are low in this area.

Kindergarten

      Spring 2024

Phonological Awareness		ABC Knowledge	Letter Sound Knowledge		Summed Score
Group Rhyme	Group Beginning Sounds	ABC Recognition	Letter Sounds	Spelling	
40/52 met the benchmark	28/52 met the benchmark	40/52 met the benchmark	42/52 met the benchmark	40/52 met the benchmark	39/52 met the benchmark
76% met the benchmark	54% met the benchmark	76% met the benchmark	80% met the benchmark	76% met the benchmark	75% met the benchmark

Areas of Strength: Letter sounds is an area of strength.
Areas of Concern: Group beginning sounds is an area of weakness. Thirty minute remediation blocks each day have been added to the schedule.

In summary, 23% of K students at PSPS identified for PALS in the spring of 2024.

VKRP

Met Math Domain	Social Skills	Self Regulation
31/50 met the benchmark	33/52 met the benchmark	20/52 met the benchmark
62%	63%	38%

Area of Strength: 62% of students met the math domain for K and 63% of students met the benchmark for social skills.

Area of Concern: Students in K need to work on self regulation skills. The guidance counselor will be working on these skills during guidance lessons.

First Grade
     Spring 2024

Word Knowledge				Summed Score
Spelling	PrePrimer	Primer	First Grade	
40/60 met the benchmark	60/60 met the benchmark	60/60 met the benchmark	24/60 met the benchmark	34/60 met the benchmark
67% met the benchmark	100% met the benchmark	100% met the benchmark80%	40% met the benchmark	57% met the benchmark

Areas of Strength:
Areas of Concern: Only 40% of students met the first grade word knowledge benchmark. Thirty minute remediation blocks each day have been added to the schedule. Students will be using UFLI and LEXIA for remediation.

In summary, 42% of first grade students at PSPS identified for PALS in spring of 2024.

Second Grade
     Spring 2024

Word Knowledge			Oral Reading Level	Summed Score
Spelling	Second Grade	Third Grade	IORL	
35/50 met the benchmark	40/50 met the benchmark	40/50 met the benchmark	36/50 were third grade or above	38/50 met the benchmark
70% met the benchmark	80% met the benchmark	80% met the benchmark	72% met the benchmark	76% met the benchmark

Areas of Strength: Third Grade word knowledge reading.
Areas of Concern: Spelling, Oral Reading level
Thirty minute remediation blocks each day have been added to the schedule. Students will be using UFLI and LEXIA for remediation.

In summary, 24% of second grade students ID for PALS in the spring of 2024.

2023-2024 CIP Benchmark Data- 2nd Grade

2nd Grade	Benchmarks	Q2	Q3
English	75%	82%	34%
Math	70%	85%	55%

2023-2024 CIP Benchmark Data-3rd Grade

3rd Grade	Benchmarks	Q1	Q2	Q3
English	75%	62%	43%	69%
Math	70%	27%	17%	43%

SOL Trend Data

	Benchmarks	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	SOL Trend
English	75%	COVID-19	79%	87%	97.5%	98%	
Math	70%	COVID-19	57%	85%	97%	90%	

Subgroup Data (CIP State Accrediation)

	All students	SPED	Disadvantaged	Hispanic	Black	Multi Racial	White
English	70%	56%	48%	38%	82%	86%	59%
Math	68%	32%	63%	87%	72%	90%	60%

SOL Trend Subgroup Data (School Analysis By Core- Pass Rate)

	All students	SPED	Disadvantaged	Hispanic	Black	Multi Racial	White
English	90%	82%	86%	100%	60%	100%	90%

Math	98%	94%	97%	100%	80%	100%	100%