

24-25 Schoolwide Plan Executive Summary for **Stuart Elementary School**

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SCHOOL SUMMARY

Stuart Elementary School is a rural elementary school currently serving 374 students. SES is a PK-7 elementary school. It is a feeder school to Patrick County High School. 50% of the student population is male, and 50% is female. Approximately 50% of the student body has an identified student percentage (ISP) certifying them for free school meals. Currently, our school provides ELL services to 24 students which is 6% of the population. The Hispanic population makes up 9% of our school population. Approximately 89 of our students receive special education services comprising the categories: Speech and Language, Other Health Impaired, Specific Learning Disabilities, Hearing Impairment, Intellectual Disabilities, and Autism. Ten students have a 504 Plan. The average class size in our PK-3 classes is 19 and the average class size in 4-7 grade classes is 22 students.

SES currently has approximately 63 staff members. Our reading staff comprises two Title I teachers, four Title I teaching assistants, and two PALS tutors. We also have an ARDT teaching assistant to assist with 6th and 7th-grade math students. All Kindergarten-3rd-grade students have access to iPads, and fourth-seventh graders have access to Chromebooks. In addition, we have two computer labs. We added the implementation of Amplify- CKLA for our new reading instructional practices in grades K-5. Some teachers have added the implementation of the Daily 3 framework to math instruction in grades K-6 to promote skill intervention. SES offers a preschool program for children four years of age. Stuart Elementary participates in a weekend Backpack program. The school provides a school counselor to assist students/parents and provides one Piedmont Community counselor for referred and qualified students. SES offers after-school tutoring 2 days per week for grades K-7 in October/November and February through April. Remediation and in-school tutoring take place daily.

Faculty and staff met at the end of the school year to discuss SOL test data and areas of concern in each grade level. Teachers worked as a team to group students in Tier I, II, and III to prepare for the 2023-2024 school term. Reports were used from various data including Pearson, MAP assessments, Mastery Connect, SOL data, and PALS. This data was used to determine specific strengths and weaknesses in student performance and instructional practices. Areas of strength for the 23-24 school year included reading and math. Areas of improvement included reading comprehension in fiction and nonfiction for all grade levels.

STUDENT INFORMATION

Grade Range: Pre-K-7

Total Enrollment: 374

Percent of Students Identified
as Economically
Disadvantaged: 50

Federal Accountability Status:
Fully Accredited

Percentage Hispanic: 9%

Percentage Black: 4%

Percentage White: 80%
Percentage Multiple Races:
8%

Percentage Asian: 0%

Percentage Native
American: 0

ELL Percentage:
6%

Students with
Disabilities
Percentage:
26%

Attendance
Rate: 86%

Graduation
Rate: NA

Dropout Rate:
NA

SCHOOL FACULTY AND ADMINISTRATION

Number and Type of Administrators:	2
Number of General Education Teaching Faculty:	21
Number of Special Education Teaching:	4
Number and Type of Itinerant Faculty:	8
Number and Type of Coaches:	N/A
Number of Teacher Assistants:	16
Number and Type of Specialized Teaching Staff:	2
Number and Type of Resource Staff:	1 (SRO)
Other Faculty Support:	4

SES currently has approximately 64 staff members. Our reading staff comprises two Title I teachers, four Title I teaching assistants, and two PALS tutors. We also have an ARDT teaching assistant to assist 6th and 7th-grade math students.

CURRICULUM OVERVIEW

All Pre-K through third-grade students have access to iPads, and fourth through seventh graders have access to Chromebooks. They are 1:1. In addition, we have two computer labs. We added the implementation of the Science of Reading and Amplify/CKLA to our reading instructional practices in grades K-5. Teachers have added small group guided math to math instruction in grades K-4 to promote skill intervention and individualized instruction. SES offers a preschool program for children four years of age. The Pre-K curriculum utilized is Frog Street and the program focuses on Virginia Foundation Blocks for Early Learning. Stuart Elementary participates in a weekend Backpack program. The school provides a school counselor to assist students and parents and provides one onsite Piedmont Counselor. SES offers after-school tutoring 2 days per week for grades K-7 during certain months of the year. Remediation and in-school tutoring take place daily.

At SES, teachers use the backward design to plan instruction by utilizing the VDOE curriculum framework and division/CIP pacing guides. This school year teachers will continue using the Comprehensive Instructional Program for the pacing guide as well as a bank of lesson plans, resources, and benchmark assessments for data analysis and further planning based on student needs. SES continues to use a variety of formative assessments including CIP early benchmarks, Mastery Connect, running records, Brigance, PALS, VKRP, MAP, teacher-created assessments, and other valuable resources to measure learning gaps and needs. Professional development will be provided to address instructional needs and remediation will be provided using small group instruction, one-to-one instruction, and other appropriate interventions.

All grades (PK-7) receive instruction in core areas (English, Math, Science, and History) from teachers. Teachers use SOL data, student data, MAP assessment data, PALS data, classroom formative and summative assessments, benchmark assessments, reading level assessments, and student growth assessments (SGAs) to identify students in need of interventions. Students are tiered as to the level of interventions needed. Students in Tier 3 receive daily 1:1 or small group intervention in areas of need using MTSS. At the end of the previous school term and the beginning of the academic year, SOL test data is disaggregated using Student Performance by Question (SPBQ) to determine areas of strength and weakness by core subject area. Instructional staff reviewed and analyzed SOL data from Spring 2024, end-of-grade classroom assessments, and CIP, MAP, and PALS assessment data to tier students. These assessments along with CIP Benchmarks, classroom formative and summative assessments, and teacher observation are utilized to identify students in need of interventions throughout the school year. The vertical grade-level teams and leadership team met during the May workdays and began to determine interventions for both tier 2 and tier 3 students. The administration and the leadership team are currently working on a remediation checklist to include areas with gaps. The list will contain grade-level skills overall and weekly skills to focus on. This database will serve as a learning progression and as a communication tool for the current level of students in grades PreK to 7. The PALS database will show the next steps and

documentation for interventions and remediation, as needed. This information will also assist teachers, teacher assistants, students, and parents in conferencing and working together for student success.

Each grade level meets weekly in PLCs to discuss student progress data, share resources, and plan instruction. SES meets in monthly PLCs with the administration and instructional coach on various items and topics. Students are re-tiered each grading period or as needed. Teachers also discuss alignment, pacing, and assessments to determine effective remediation. If intervention is provided with fidelity and is not working, the team will re-evaluate interventions and pursue other available avenues. Teachers are using small guided reading groups to target individualized student needs. In the area of writing, 5-7 teachers are using Lucy Calkin's Writing strategies to meet individualized student needs. Tier 2 and Tier 3 reading students receive additional support from Title I teachers, SPED teachers, and teacher assistants. Reading programs utilized in all grade levels at SES include Lexia, Study Island, IXL, Mastery Connect, Reading Eggs, and Reading A-Z. Math programs used at SES include Zearn, IXL, Study Island, SeeSaw, Canvas, Google Classroom, and Prodigy. Professional development opportunities are offered throughout the year including workshops, in-service training, grade level, and content area meetings, VDOE institutes, and professional conferences based on a comprehensive needs assessment. Professional development in the Science of Reading, LETRS, and Amplify (CKLA) occurred throughout the 23-24 school year and will continue in 24-25.

EXTENDED LEARNING OPPORTUNITIES

Stuart Elementary School offers various opportunities for parent involvement: Parent/Teacher Organization, the volunteer program, Title I Parent Involvement meetings, Back-to-School Nights, Family Reading and Math Nights, and Parent/Teacher conferences.

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, classroom guidance lessons, PBIS strategies, counseling sessions, etc.

Student progress is monitored by the classroom teacher, the intervention specialist, the PLC team, the special education teacher, coaches, and the administration regularly. Performance-based assessments were created in all content areas in grades PreK-7. 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, identifying 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.

Ongoing professional development opportunities include administrators, instructional coaches, teachers, paraprofessionals, and guidance counselors. Conferences, training, and workshops are determined based on staff needs and the overall needs of students. Improving instructional methods and strategies is always at the core of professional development. A comprehensive needs assessment is completed to determine specific extended learning opportunities.

Currently, we are focusing on professional development in the following areas: Digital Learning Resources, Virtual Learning Platforms such as Google Classroom and Canvas, Lucy Calkins Writing, RTI, Innovative Strategies & Planning, CIP Website, LETRS training, Science of Reading, Amplify's CKLA, and Mastery Connect. Additional professional development will be provided in areas of needed growth throughout the 2022-2023 school year as determined by teacher self-assessments, administrative observations/evaluations, and walkthroughs.

Professional development will be presented monthly at faculty meetings by administrators, instructional coaches, teacher leaders, grade-level teachers, and district curriculum staff. Priority areas for professional development are the CIP Website, Mastery Connect, and the use of Lucy Calkins Writing Curriculum and CKLA Curriculum. Documentation of all professional development will be kept on file by the administrator.

In the 2023-2024 school year, we will provide professional development in our monthly faculty meeting, led by the administration and/or instructional coach. Based on the identified needs, the administration determines those teachers who would benefit from individual professional development utilizing other resources. Instructional facilitators and administration plan and implement group or grade-level professional development based on a consensus of needs established from self-assessments. Based on teacher and classroom observations, professional development will be provided to both individual teachers and/or grade levels. The Look Fors as determined by the PCPS division and aligned with the Teacher Performance Evaluation are used to guide areas of professional development. Documentation for both individual and group professional development is documented and kept on file. Feedback on growth is provided to teachers.

Instructional coaches, and/or administration will provide follow-up professional development on Lucy Calkin's Writing and Guided Reading ideas utilizing classroom and decodable libraries. Based on classroom observations, instructional coaches and administration will ask Grade Level Teams to present at faculty meetings and PLCs best practices that are working well in their classrooms. In addition, according to the needs assessment from teachers in Spring 2022, social-emotional learning, word study, writing instruction, Science of Reading, and explicit phonics instruction are specific areas where more training/PD is needed.

AREAS OF STRENGTH

2024 SOL DATA:

<u>SUBJECT</u>	<u>PASS RATE</u>	<u>TOTAL #</u>	<u>PASS</u>	<u>GROWTH</u>	<u>CR</u>
MATH	83%	226	188	16	90%
ENGLISH	80%	226	181	15	87%
HISTORY	82%	93	76	0	82%
SCIENCE	76%	39	31	0	76%

All core subjects in grades 3-7 are accredited. The original goal of a 70% pass rate in math was exceeded with 83% without growth and 90% with growth points. In English, the 75% goal was also exceeded with a final of 80% without growth and 87% with growth. The subgroups with over 30 all met or exceeded 70% in math and 75% in reading except SPED with 74% in English. One area that should be noted and recognized is math. This year's math percentage was 90%.

If reading and math numbers are input in the growth calculator, both are in the exemplary range. In addition, according to Dr. Matthew Hurt's report reflecting percentile rank, SES has all areas in green except SPED, ELL, and Hispanic which is in yellow in English. This data will also be addressed in the 24-25 School Improvement Plan.

School	Core	All Students					SPED					Disadvantaged				
		Pass Rate	Total #	Pass	Growth	CR	Pass Rate	Total #	Pass	Growth	CR	Pass Rate	Total #	Pass	Growth	CR
STUART ES	Math	83.19%	226	188	16	90.27%	61.70%	47	29	6	74.47%	76.19%	126	96	12	85.71%
	History	81.72%	93	76	0	81.72%	56.25%	16	9	0	56.25%	72.22%	54	39	0	72.22%
	Science	75.61%	41	31	0	75.61%	50.00%	10	5	0	50.00%	66.67%	21	14	0	66.67%
	English	80.09%	226	181	15	86.73%	62.00%	50	31	6	74.00%	72.00%	125	90	11	80.80%
		ELL					Hispanic					Asian				
		Pass Rate	Total #	Pass	Growth	CR	Pass Rate	Total #	Pass	Growth	CR	Pass Rate	Total #	Pass	Growth	CR
	Math	71.43%	14	10	0	71.43%	66.67%	18	12	1	72.22%	0.00%	0	0	0	0.00%
	History	60.00%	5	3	0	60.00%	62.50%	8	5	0	62.50%	0.00%	0	0	0	0.00%
	Science	100.00%	5	5	0	100.00%	100.00%	5	5	0	100.00%	0.00%	0	0	0	0.00%
	English	58.33%	12	7	1	66.67%	56.25%	16	9	2	68.75%	0.00%	0	0	0	0.00%
		Black					White					Multi Racial				
		Pass Rate	Total #	Pass	Growth	CR	Pass Rate	Total #	Pass	Growth	CR	Pass Rate	Total #	Pass	Growth	CR
	Math	54.55%	11	6	2	72.73%	87.22%	180	157	10	92.78%	76.47%	17	13	3	94.12%
	History	75.00%	8	6	0	75.00%	82.86%	70	58	0	82.86%	100.00%	7	7	0	100.00%
	Science	0.00%	2	0	0	0.00%	77.42%	31	24	0	77.42%	66.67%	3	2	0	66.67%
	English	58.33%	12	7	2	75.00%	82.78%	180	149	11	88.89%	88.89%	18	16	0	88.89%

PALS DATA: PALS Summary

All prekindergarten through second-grade students are given the Phonological Awareness Literacy Screening (PALS) three times per year. Third-grade students may be given the screening at the beginning of the third-grade year if they are new to the school or didn't meet the PALS benchmark score at the end of second grade. In addition, they are screened again before exiting third grade via state test. Any identified student receives thirty minutes of additional reading interventions daily. PALS tutors collaborate with classroom teachers to differentiate instruction based on the needs of each of those students identified. Our team looked at PALS scores from the spring. At mid-year, 61 students in grades K-3 were identified as needing PALS services from the benchmark test. Of these 61 students the levels vary from readiness to third grade. In the spring, 7 Kindergarten students were identified, 12 first-grade students, 12 second-grade students, and 9 third-grade students remained in ID status. Spring data indicates that 19 students were no longer identified in the spring.

ADDITIONAL DATA ANALYSIS FOR 2023-2024

Students below benchmark in K-3 Spring 2024

Entity	Grade	Total Administration: In-Person or Remote		
		# assessed	# ID or RA	%
Stuart Elem.	K	38	7	18 %
	1	43	12	28 %
	2	51	12	24 %
	3	38	9	24 %

PreK Fall to Spring PALS

% met growing and strong	Name Writing (5)	Letter Names (Strong)	Letter Sounds (Strong)	Syllable Segmenting (Strong)	Beginning Sound Expressive (Strong)	Phoneme Blending (Strong)	Print Concepts (5 and above)
Fall 2023	66%	6%	6%	56%	0%	N/A	72%
Spring 2024	89%	56%	56%	100%	33%	17%	N/A

Kindergarten Fall to Spring PALS

School Cohort for PALS-K Fall 2023 and PALS-K Spring 2024
(36 students in this school cohort)

PALS-K <u>Fall 2023</u>	PALS-K <u>Spring 2024</u>
14 students below Summed Score Benchmark (ID or RA) (14 of 36 = 39%)	6 students remained below Summed Score Benchmark (ID or RA) (6 of 14 = 43%)
	8 students <i>now at or above Summed Score Benchmark</i> (8 of 14 = 57%)
22 students <i>at or above Summed Score Benchmark</i> (22 of 36 = 61%)	1 students newly below Summed Score Benchmark (ID or RA) (1 of 22 = 5%)
	21 students <i>still at or above Summed Score Benchmark</i> (21 of 22 = 95%)

% met benchmark	Group Rhyme	Group Beg. Sounds	Alphabet Recognition	Letter Sounds	Spelling	Summed Score
Fall 2023	72%	64%	64%	58%	66%	61% of students met the benchmark of 29
Spring 2024	85%	66%	87%	89%	86%	82% of students met the benchmark of 83

1st Grade Fall to Spring PALS

School Cohort for First Grade Fall 2023 and First Grade Spring 2024
(40 students in this school cohort)

First Grade <u>Fall 2023</u>	First Grade <u>Spring 2024</u>
7 students below Summed Score Benchmark (ID or RA) (7 of 40 = 18%)	7 students remained below Summed Score Benchmark (ID or RA) (7 of 7 = 100%)
	0 students <i>now at or above Summed Score Benchmark</i> (0 of 7 = 0%)
33 students <i>at or above Summed Score Benchmark</i> (33 of 40 = 83%)	3 students newly below Summed Score Benchmark (ID or RA) (3 of 33 = 9%)
	30 students <i>still at or above Summed Score Benchmark</i> (30 of 33 = 91%)

% met benchmark	Letter Sounds	Spelling	Words in Isolation First Grade	IORL
Fall 2023	85%	85%	8 students knew 6+ words on 1st Grade list	77% of students at PPA or above
Spring 2024	N/A	79%	24/43 students knew 15+ words on 1st grade list	60% on or above grade level

2nd Grade Fall to Spring PALS

School Cohort for Second Grade Fall 2023 and Second Grade Spring 2024 (50 students in this school cohort)

Second Grade <u>Fall 2023</u>	Second Grade <u>Spring 2024</u>
22 students below Summed Score Benchmark (ID or RA) (22 of 50 = 44%)	11 students remained below Summed Score Benchmark (ID or RA) (11 of 22 = 50%)
	11 students now at or above Summed Score Benchmark (11 of 22 = 50%)
28 students at or above Summed Score Benchmark (28 of 50 = 56%)	1 students newly below Summed Score Benchmark (ID or RA) (1 of 28 = 4%)
	27 students still at or above Summed Score Benchmark (27 of 28 = 96%)

% met benchmark	Spelling	Summed Score
Fall 2023	76%	56%
Spring 2024	76%	78%

SOL Trend Data (State Accreditation)

	Benchmarks	2017-2018	2018-2019	2019-2020	2020-2021 (no retakes)	2021-2022	2022-2023	2023-2024
English	75%	84%	91%	COVID-19	82.4%	89.25%	87.50%	86.73
Math	70%	90%	95%	COVID-19	75.8%	87.16%	92.56%	90.27
Science	70%	91%	94%	COVID-19	76.9%	73.91%	89.74%	75.61
History	70%	89%	88%	COVID-19	66%	85.71%	89.02%	81.72