



# 2017-18 District Annual Report

## Leonard Elementary School

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### Mission

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

### Vision

To create a world-class education today to shape tomorrow's leaders

### Administration

Tim Throne, *Superintendent*

Ken Weaver, *Deputy Superintendent of Curriculum & Instruction*

Sam Barna, *Assistant Superintendent of Business & Operations*

David Pass, *Assistant Superintendent of Human Resources*

Denise Sweat, *Assistant Superintendent of Student Services*

Anita Qonja, *Executive Director of Elementary Education*

### Board of Education

|                  |                |
|------------------|----------------|
| Tom Donnelly     | President      |
| Dan D'Alessandro | Vice-President |
| Heather Shafer   | Secretary      |
| Korey Bailey     | Treasurer      |
| Erick Foster     | Trustee        |
| Chad Griffith    | Trustee        |
| Mary Hanser      | Trustee        |



April 12, 2019

Dear Parents and Community Members:



We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Leonard Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Paul McDevitt, Principal, for assistance. The AER is available for you to review electronically by visiting the following link <http://bit.ly/2HiR9Xv>, or you may review a copy in the main office at the school, or via the district website.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the *Every Student Succeeds Act (ESSA)*. A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels. \* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are: TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component. ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Leonard Elementary continues to exceed the state averages in all state tested areas, however we also continue to seek ways to improve. For example, Leonard has continued to build and refine our Multi-Tier System of Support (MTSS) process. Using universal screening data, we select students to receive diagnostic assessments to guide us on what type and level of intensity of support students need. In preparation for Public Act 306 we are using our MTSS model to implement an Individual Reading Intervention Plan (IRIP) to target students to receive intensive reading intervention. We are refining our Tier 1 classroom instruction through professional learning led by our district literacy coach, IB coordinator and district math coach. Through this plan we will identify students at-risk early and close any achievement gaps that we may have, while effectively raising the achievement scores of all of our students.

The students, parents and staff of Leonard Elementary School are proud of the progress made over the last school year and will continue to work diligently on improving our school. Our Parent Teacher Organization continues to offer enjoyable family activities and support for our classrooms.

Sincerely,  
Paul McDevitt  
Principal

## Process for Assigning Students to the School

Leonard Elementary School primarily serves students living in our surrounding neighborhoods. Oxford Community Schools has been open for school of choice students who are placed in schools based on availability.

## Specialized Schools

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2017-18 school year, some of these students required specialized schools outside of our district, at Kingsley Montgomery School and Wing Lake Developmental Center. OCS students may also attend Oxford Virtual Academy, Oxford Bridges High School, Oxford Crossroads Day School, Oxford Schools Early College program, Oakland Schools Technical Campus where appropriate and after referral or application.

## Status of 3-5 year School Improvement Plan

The school improvement process at Leonard Elementary is led by the school leadership team. The school has identified improvement goals and the strategies needed to reach those goals. This process involves a partnership between staff, students, parents and the community. Leonard Elementary is accredited through AdvancEd with 2017-18 being year two of the five-year cycle, and was re-authorized as an IB World School in 2017-18.

Our current school improvement goals are:

- Students will improve their reading performance.
- Students will improve their writing performance.
- Students will improve their mathematical skills and knowledge.
  - Students will improve their social studies skills and knowledge.
  - Students will improve their science skills and knowledge.
- Students will enhance their preparation for success in a global environment.

Strategies are implemented to reach these goals based on researched best practices. Over the last few years, teachers in all grades have undergone significant professional development to assist in the implementation of Reader's and Writer's Workshop, Math Expressions and technology. We are currently reflecting on our IB Program of Inquiry and rewriting several units to integrate better with the curriculum making them more transdisciplinary. This will allow IB to be an increasingly valuable strategy toward achievement of our School Improvement goals.

## Academic Core Curriculum

A core academic curriculum includes all grades, kindergarten through twelve, and describes what a student will know and be able to do for each subject area. All Oxford curricula are based upon the Michigan Academic Standards. To access information on the curriculum, please visit our district website or contact the Principal of your child's school for further information.

## Aggregate Student Achievement results for nationally normed assessments

The table below shows the percentage of students in each grade level at Leonard Elementary who scored higher than the 30<sup>th</sup> percentile in the nation in the Fastbridge universal screening assessments for reading and math, taken in spring 2017 and 2018.

| Leonard Elementary School |             |      |             |      |
|---------------------------|-------------|------|-------------|------|
|                           | Spring 2017 |      | Spring 2018 |      |
| Grade Level               | Reading     | Math | Reading     | Math |
| K                         | 71%         | 87%  | 75%         | 74%  |
| 1                         | 85%         | 92%  | 85%         | 100% |
| 2                         | 82%         | 88%  | 93%         | 93%  |
| 3                         | 86%         | 72%  | 88%         | 73%  |
| 4                         | 77%         | 63%  | 88%         | 57%  |
| 5                         | 84%         | 70%  | 75%         | 64%  |

## Parent Involvement

Parents are a student's first and most important teacher. In the fall of each year our classrooms invite parents to attend Curriculum Night and Parent Teacher Conferences. Parents may also attend Portfolio Nights in the spring.

**Fall 2016-17**, 257 families attended parent teacher conferences representing 98% of the student population.

**Fall 2017-18**, 277 families attended parent teacher conferences representing 97% of the students.



Oxford Homecoming Parade 2017-18