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
Anita Qonja-Collins, Assistant Superintendent of Elementary Education
Jill Lemond, Assistant Superintendent of Student Services
Sam Barna, Assistant Superintendent of Business & Operations
David Pass, Assistant Superintendent of Human Resources

Board of Education
Tom Donnelly President
Chad Griffith Vice-President
Heather Shafer Secretary
Korey Bailey Treasurer
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Erick Foster Trustee
Mary Hanser Trustee

January 27, 2021
Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 combined reports, or you may review a copy in the main office at the school, or via the district website.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. Leonard Elementary has not been given one of those labels for the 2019-20 school year.

Leonard Elementary continues to exceed the state averages in all state tested areas*, however we also continue to seek ways to improve. For example, in direct correlation with our School Improvement Plan, Leonard Elementary has continued to build and refine our Multi-Tier System of Support (MTSS) process. We have developed many ways to quickly screen all students academically to determine those in need of additional support sooner, rather than later. Using universal screening data, we then select students to receive diagnostic assessments that provide additional data to guide us on what type and level of intensity of the support students will receive. In preparation of 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. Support ranges from Tier 1 general education teacher provided supports in the classroom, to Tier 3 pull out, one-on-one academic support from a specialist and/or interventionist. We are refining our Tier 1 classroom instruction through professional learning led by our district literacy coach, IB coordinator and 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. Another challenge Leonard Elementary is facing is an increasing population of students with special needs including a spike in social and emotional needs. We are currently developing a plan to increase special education staffing. As we continue to recognize the importance of a child’s social and emotional well-being, we have added appropriate screeners and supports to our MTSS model. This has resulted in all students being screened with the SAEBERS tool, increased para and social work support and a family-school liaison to support our general education population. *Due to the COVID19 pandemic the MSTEP was not administered in the 2019-20 school year, thus our MSTEP data reflects the 2018-19 school year.
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 2019-20 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 received official IB World School authorization in 2013-14 and was re-authorized during the 2017-18 school year. We are completing our self-study to prepare for our next re-authorization visit in 21-22. Our current school 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.

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 30th percentile in the nation in the Fastbridge universal screening assessments for reading and math, taken in winter 2019 and 2020.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Winter 2019</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>K</td>
<td>81%</td>
<td>92%</td>
</tr>
<tr>
<td>1</td>
<td>81%</td>
<td>85%</td>
</tr>
<tr>
<td>2</td>
<td>90%</td>
<td>94%</td>
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<tr>
<td>3</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>4</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>5</td>
<td>82%</td>
<td>89%</td>
</tr>
</tbody>
</table>

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 2018-19, 271 families attended representing 95% of the students. Fall 2019-20, 284 families attended representing 93% of the 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