



2021-22 District Annual Report

Leonard Elementary School

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www.oxfordschools.org

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

Dr. Vickie Markavitch,
Interim Superintendent

Sam Barna, Assistant Superintendent
of Business & Maintenance

Anita Qonja-Collins, Assistant
Superintendent of Elementary
Instruction

Ryan Reid, Assistant Superintendent
of Human Resources

Steve Wolf, Assistant Superintendent
of Secondary Instruction

Board of Education

Dan D'Alessandro	President
Heather Shafer	Vice President
Mary Hanser	Treasurer
Erin Reis	Secretary
Amanda McDonough	Trustee
James Sommers	Trustee
Michael Whitney	Trustee



January 31, 2023



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 of Leonard Elementary. The AER is available for you to review electronically by visiting [this link](#) or you may review a printed copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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.

The 2021-2022 school year presented unique challenges and interrupted schooling due to the COVID 19 pandemic and our November 30th tragedy. In response to these events, our district leaned into our multi-tiered system of support to regularly assess students' academic and behavioral progress and needs. In October of 2021 we implemented W.I.N. (What I Need) Time at our school. Students are identified as needing supports and placed into groups that meet with interventionists and/or the classroom teacher 4 times a week on a school-wide special schedule. We are refining our classroom instruction through professional learning led by our district literacy coach, IB coordinator, math, and science coaches. Another challenge Leonard Elementary is facing is an increasing population of students with special needs including a spike in social and emotional needs. We have recently increased our special education staffing by hiring an additional resource room teacher, psychologist, and social worker. 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 intervention model. This has resulted in all students being screened with the SAEBERS tool, increased paraprofessional and social work support, and a family-school liaison to support our general education population.

State law requires that we also report additional information:

Process for Assigning pupils to the school

Leonard Elementary primarily serves students living in the surrounding neighborhoods. The district has been open for school of choice students who are placed in schools based on space availability.

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.

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.

A Brief Description of each Specialized School

Oxford Community Schools provides educational programs, services, and support to certified special education students throughout the district. During the 2021-2022 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.

Academic 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 curriculum information please visit our district website or contact the principal of your child’s school.

Aggregate Student Achievement for nationally normed assessments

The table below shows the percentage of students in each grade level at the school who scored higher than the 30th percentile in the nation in the Fastbridge reading and math screening assessments in the Spring screening windows of school years 2020-21 and 2021-22:

Leonard Elementary School				
	Spring 2020-2021		Spring 2021-2022	
Grade	Reading	Math	Reading	Math
K	75%	72%	67%	61%
1	70%	82%	72%	78%
2	68%	73%	67%	81%
3	74%	74%	80%	78%
4	88%	85%	71%	64%
5	91%	82%	74%	80%

Parent Participation

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.

Fall 2021-22: 272 families attended (96% of students)

Fall 2020-21: 215 families attended (98% of 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



Leonard Elementary School Students: 2021-22