



2023-2024 Annual Education Report

Leonard Elementary School

335 E. Elmwood., Leonard, MI 48371 • 248-969-5350 • Fax 248-969-5310

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

Erin Reis	President
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Mary Hanser	Treasurer
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Colleen Schultz	Trustee
Heather Shafer	Trustee
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January 31, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 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 for assistance.

The AER is available for you to review electronically by visiting [this link](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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.

Leonard Elementary continues 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 congruence 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.

State law requires that we also report additional information:

Process for Assigning pupils 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.

Status of 3-5 Year School Improvement Plan

In recent years, we implemented W.I.N. (What I Need) Time at Leonard Elementary. Using the process outlined above, students are identified for tier 1, 2 or 3 supports and placed into groups that meet with interventionists and/or the classroom teacher 4 times a week on a school-wide special schedule. This puts W.I.N. time on a designated schedule that is followed school-wide. We are refining our Tier 1 classroom instruction through professional learning led by our district literacy coach, IB coordinator, math and science coaches. 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. We have also developed a similar system for intervention in mathematics. Our tier 2 interventionists have been trained in Flyleaf literacy intervention and Delta Math intervention delivery and data analysis. 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 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

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 Fast Bridge aReading and aMath screening assessments in the Spring screening window of school years 2021-22 and 2022-23:

Lakeville Elementary Schools				
	Spring 2021-2022		Spring 2022-2023	
Grade	Reading	Math	Reading	Math
K	67%	61%	73%	89%
1	72%	78%	78%	90%
2	67%	81%	69%	89%
3	80%	78%	67%	78%
4	71%	64%	78%	78%
5	74%	80%	77%	72%

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. 2022 Fall conferences were a mixture of virtual and face to face depending on parent preference. Parents may also attend Spring conferences by request in the spring.

Fall 2022-2023, 255 families attended, representing 93% of the students.

Fall 2021-2022, 272 families attended, representing 96% of the students.

Clear Lake staff, students, and families are proud of the progress that we continue to make each school year. We remain committed to academic success and to the proactive approaches we are taking to address both academic and social-emotional needs of our students. year!

Sincerely,

Paul McDevitt
Principal

