

St. Mary's County Public Schools
2023 - 2024

Title I Schoolwide Program Plan (One Year)
[Four Components of a Schoolwide Program—ESSA Section 1003

School: Lexington Park Elementary

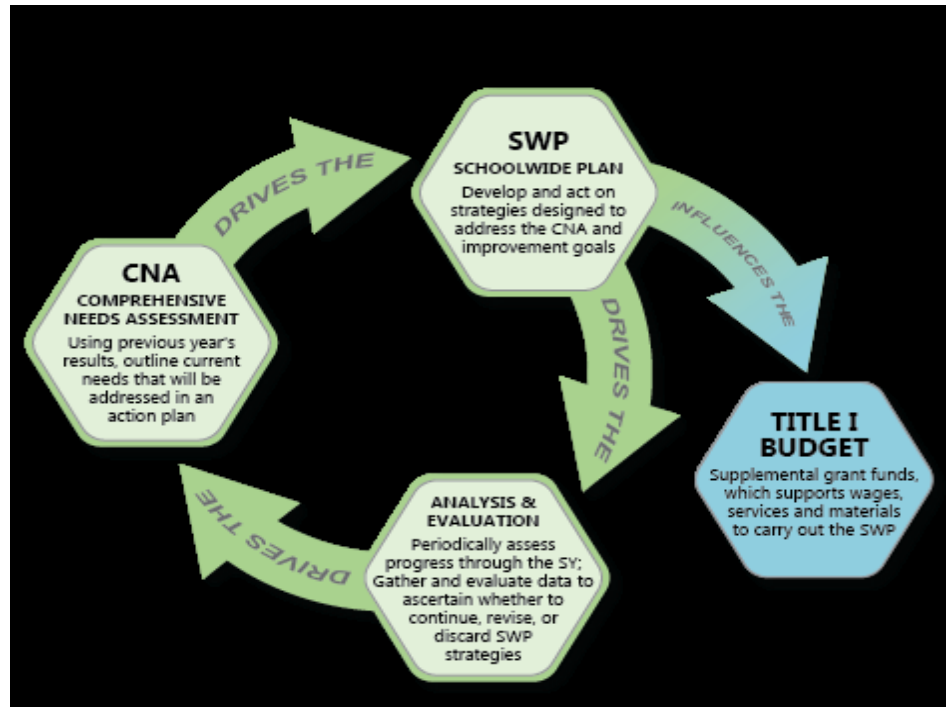
Please note: Some Title I and other collaborative meetings will be held both in-person and virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.

Schoolwide Program Plan Components Checklist

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]

*All schoolwide program plans must be developed with the involvement of **parents**, and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators. Each school operating a schoolwide program must include all four components in their plan.*

Schoolwide Program Plan Components [Schoolwide Components ESSA Section 1114 (b)(1)(A-J)] <i>The schoolwide program plan is developed with the coordination and input from Lexington Park Elementary principal, assistant principals, instructional resource teachers, grade level leaders, school counselor, parents, community partners, para-educators and students. The plan outlines the four components of a schoolwide program as prescribed by the Maryland State Department of Education.</i>	
1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]	Reading pgs. 5-9 Math Pgs. 20-23 CC pgs. 31-34
2. Schoolwide Reform Strategies that address school needs including a description of how strategies will: a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well-rounded education; (1114(b)(7)(A)(ii); c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include programs, activities and courses necessary to provide well-rounded education; (1114(b)(7)(A)(iii).	Reading Pgs. 9-20 Math Pgs. 24-29 CC Pgs. 35-38
3A. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2) 3B. Strategies to Increase Parent and Family Engagement - Based on the results of the needs assessment, schools must implement evidence-based parent and family engagement strategies. (Section 1116)	Pgs. 39-43
4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)	Pgs. 43-44



**LEXINGTON PARK ELEMENTARY
COMPREHENSIVE NEEDS ASSESSMENT INTRODUCTION AND ANALYSIS**

Our vision is to empower ALL our students to persevere through every challenge and achieve academic greatness.

Our mission is to provide a safe, positive, consistent, and engaging learning environment that ensures growth and success for all students. Through relevant and rigorous academics we create skilled, passionate, and lifelong learners. Panda Nation embraces and celebrates the diversity of all our staff, our learners, and their families.

SCHOOL DEMOGRAPHIC PROFILE: At Lexington Park Elementary, a Title I school in St. Mary's County, Maryland, we are a family committed to the growth & success of each of our students! Our vision and mission statements drive every decision we make and every action we take. Our staff provides a safe, responsive & engaging school environment where research-based SEL & instructional practices are used to ensure an equitable, high quality education for all students. Lexington Park Elementary School currently has a student population of approximately 478 students in grades PK-5, with 86.8% of them qualifying for free or reduced meals. The number of students attending our school is listed as approximate because it fluctuates weekly, as our mobility rate hovers at approximately 40% as evidenced by the fact that since mid July, 107 students have transferred into our school and 26 students have transferred out. Our student body is diverse (50% African American, 23% Caucasian, 10%

Two or More Races, 14% Hispanic, and 2% Asian. Prior to the 22-23 school year our demographic profile also included approximately 41 fifth grade students from all over SMCPs who applied and were admitted to the Elementary STEM Academy, a rigorous and accelerated academic program. The Elementary STEM Academy was disbanded at the end of the 2021-2022 school year in favor of a more equitable “STEM for All” model. The academic data included in this Comprehensive Needs Assessment reflects this demographic change. There are four major areas that are challenges for many students at our school: poverty, trauma, mobility and homelessness. While our students and families may experience challenges outside of the school building, our school continues to make academic achievement a focus and remains a safe haven for our students.

STUDENT ACADEMIC & SOCIAL/EMOTIONAL PROFILE: The following student academic profile, and analysis for Lexington Park Elementary reflects the impact of the factors of poverty, trauma, mobility, and homelessness as well as the lingering effects and unique challenges and barriers the pandemic presented for our families and our immediate Lexington Park community. Despite these challenges we all worked together to create a robust and engaging year for our students that included:

- Differentiated instruction to address the learning gaps
- Quarterly family engagement sessions for families offered both virtually and in-person events to distribute materials, maintain connections, and foster a sense of community

Lexington Park is a Positive Behavior Intervention System (PBIS) School and has been recognized as a Gold School for over a decade. The PBIS Maryland Gold Recognition Award is awarded to schools that are demonstrating sustainability for the systems, practices, and data utilization for school-wide PBIS and are able to demonstrate that their implementation has had positive effects on both their discipline and achievement data for at least two years. Every member of our staff is fully trained in Responsive Classroom, a student-centered, social and emotional learning approach to teaching and discipline. This framework provides teachers with a set of research-based practices that focus on engaging academics, positive community, effective management & developmental awareness. Additionally, staff members have also participated in Conscious Discipline training and utilize those practices to more fully meet the emotional needs of our students.

Our academic data profile includes several norm-referenced data points from the 2022-2023 school year, including DIBELS, KRA, IGDI, Bridges fact fluency growth and 2023 MCAP data for grades 3-5.

A comprehensive review of our academic, culture and parent involvement data, found both areas of strength and areas of need. Our strengths and needs are described in the supporting data charts and analysis that follow. Additionally, our comprehensive needs assessment review illuminated our next steps in providing research-based strategies in the areas of ELA, Math, school culture, SEL, and family engagement, as well as the need to ground all our decisions in research-based & trauma-informed practices.

COMPREHENSIVE NEEDS ASSESSMENT: READING

A comprehensive needs assessment of the entire school based on information, which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards. (Component 1)

Lexington Park Elementary’s Language Arts assessment data includes multiple data points from the 2022-2023 school year to guide our practices. Assessment data includes information from DIBELS 8 K-5th, KRA-Kindergarten IGDIS - PK. Targeted literacy interventions were provided for those students who were identified as intensive. Not all of the students identified for reading interventions attended school consistently. Those students who did attend school regularly during the 2022-2023 school year made progress, but their learning gaps were so great that despite their growth they may not have reached Core. The DIBELS 8th edition and the Foundations unit assessments data will be used in the 2023-2024 school year to determine strengths and needs for K-5 students. The IGDIS will be used to determine the strengths and needs for Pre-K students.

DIBELS® Data System

2022-2023 All Grades Status - DIBELS 8th Edition

District: St. Mary's County Public Schools School: Lexington Park Elementary

Grade	Beginning	Middle	End
K	 n=45 35 (78%) 4 (9%) 1 (2%) 5 (11%)	 n=47 28 (60%) 10 (21%) 4 (9%) 5 (11%)	 n=51 24 (47%) 11 (22%) 10 (20%) 6 (12%)
1st	 n=57 34 (60%) 15 (26%) 4 (7%) 4 (7%)	 n=59 36 (61%) 11 (19%) 9 (15%) 3 (5%)	 n=59 28 (47%) 14 (24%) 10 (17%) 7 (12%)
2nd	 n=59 44 (75%) 5 (8%) 7 (12%) 3 (5%)	 n=60 43 (72%) 7 (12%) 9 (15%) 1 (2%)	 n=61 42 (69%) 6 (10%) 10 (16%) 3 (5%)
3rd	 n=57 29 (51%) 16 (28%) 6 (11%) 6 (11%)	 n=61 38 (62%) 9 (15%) 8 (13%) 6 (10%)	 n=62 39 (63%) 9 (15%) 5 (8%) 9 (15%)
4th	 n=68 36 (53%) 16 (24%) 15 (22%) 1 (1%)	 n=69 34 (49%) 10 (14%) 13 (19%) 12 (17%)	 n=68 32 (47%) 8 (12%) 13 (19%) 15 (22%)
5th	 n=57 33 (58%) 9 (16%) 10 (18%) 5 (9%)	 n=59 35 (59%) 4 (7%) 12 (20%) 8 (14%)	 n=55 28 (51%) 4 (7%) 6 (11%) 17 (31%)

Core Subject	Assessment Used	Assessment Data Profile by Grade	Disaggregated data by sub-groups	Factors Contributing to Root Causes Root Causes
Pre-Literacy	IGDI	Pre-K	See results and analysis on page 10	Root Causes: *Reduced options for experiences outside the home *Students have had little experience outside home daycare *Limited options of print materials at home as a result of socio-economic factors *Need for better communication regarding the curricular expectations between home/school
DIBELS DATA CHART & ANALYSIS				
Reading	DIBELS End-of-Year	Kindergarten: 51 Students I 47% S 22% C 20% C+ 12%	Oral Reading Fluency Intensive: 24 students 13/24 (54%) AA 21/24 (88%) ED 4/24 (17%) Sp Ed	Factors: *Lack of preschool experience *Students lack general and literacy concepts and vocabulary *Poor school attendance – requiring intense intervention *Students do not spend adequate time reading at their independent and instructional levels in school and/or at home *Many of these students lack modeling and encouragement for reading at home *Teachers need additional training in the use of supplemental instructional materials that are currently available Root Causes: *Students come to this new grade level unprepared to successfully interact with Kindergarten content standards including: high frequency words, decoding skills and reading process strategies. *Limited options of print materials at home as a result of socio-economic factors *Need for better communication regarding the curricular expectations between home/school *Interventions, including Foundations, need to be selected based on need, implemented consistently, and monitored carefully
Reading	DIBELS End-of-Year	1 st grade: 59 Students I 47%	Oral Reading Fluency Intensive: 28 students 14/28 (50%) AA	Factors: *Students do not spend adequate time reading at their independent and instructional levels in school and/or at home *Modeling of reading strategies is inconsistent

		<p>S 24%</p> <p>C 17%</p> <p>C+ 12%</p>	<p>25/28 (89%) ED</p> <p>5/28 (18%) Sp Ed</p>	<p>*Additional professional development in differentiated instruction is needed</p> <p>*Need for teachers to learn and use strategies to enhance student engagement</p> <p>Root Causes:</p> <p>*Teachers need additional professional development in literacy best practices and accurate determination of students' independent reading level</p> <p>*Limited options of print materials at home as a result of socio-economic factors</p> <p>*Need for better communication regarding the curricular expectations between home/school</p> <p>*Interventions, including Foundations, need to be selected based on student need, implemented consistently, and monitored carefully</p> <p>*High mobility creates learning gaps for students</p>
Reading	DIBELS End-of-Year	<p>2nd grade: 61 Students</p> <p>I 69%</p> <p>S 10%</p> <p>C 16%</p> <p>C+ 5%</p>	<p>Oral Reading Fluency</p> <p>Intensive: 42 students</p> <p>25/42 (60%) AA</p> <p>39/42 (93%) ED</p> <p>6/42 (14%)SpEd</p>	<p>Factors:</p> <p>*Need for student differentiation in independent work</p> <p>* Word work and decoding instruction is inconsistently based on IRLA practices and not sufficiently differentiated</p> <p>*Need for student discussion to build meaning and teachers to use questions that target higher levels of cognitive demand</p> <p>*Teachers need to use strategies to enhance student engagement</p> <p>*Insufficient time spent reading at independent reading level</p> <p>*Interventions, including Foundations, need to selected based on need, implemented consistently, and monitored carefully</p> <p>Root Causes:</p> <p>*Need for additional professional development for teachers to accurately level students and identify and target weaknesses and determine appropriate interventions</p> <p>*Insufficient time spent reading independently and collaboratively discussing what they've read with peers and the teacher</p> <p>*Limited stamina and resiliency in completing non-preferred and/or difficult tasks</p> <p>*Need for better communication regarding the curricular expectations between home/school</p> <p>*High mobility creates learning gaps for students</p>
Reading	DIBELS End-of-Year	<p>3rd grade:</p>	<p>Oral Reading Fluency</p>	<p>Factors:</p> <p>* The lingering effects of the COVID 19 pandemic reduced the number of students attending PreK and increased student absences.</p>

		<p>62 Students</p> <p>I 63%</p> <p>S 15%</p> <p>C 8%</p> <p>C+ 15%</p>	<p>Intensive: 39 students</p> <p>25/39 (64%) AA</p> <p>35/39 (90%) ED</p> <p>12/39 (31%)SWD</p>	<ul style="list-style-type: none"> *Need for student differentiation in independent work * Word work and decoding instruction is inconsistently based on IRLA practices and not sufficiently differentiated *Need for student discussion to build meaning and teachers to use questions that target higher levels of cognitive demand *Need for implementation of strategies to enhance student engagement *Insufficient time spent reading at independent reading level *Need to increase cognitive demand of instruction and assignments <p>Root Causes:</p> <ul style="list-style-type: none"> *Need for additional professional development for teachers to accurately level students and identify and target strengths and weaknesses to determine appropriate interventions *Insufficient time spent reading independently and collaboratively discussing what they've read with peers and the teacher *Need for better communication regarding the curricular expectations between home/school *Limited stamina and resiliency in completing non-preferred and/or difficult tasks *High mobility creates learning gaps for students
Reading	DIBELS End-of-Year	<p>4th grade: 52 Students</p> <p>I 47%</p> <p>S 12%</p> <p>C 19%</p> <p>C+ 22%</p>	<p>Oral Reading Fluency</p> <p>Intensive: 32 students</p> <p>21/32 (66%) AA</p> <p>29/32 (91%) ED</p> <p>9/32 (28%) SWD</p>	<p>Factors:</p> <ul style="list-style-type: none"> *Need to employ differentiated instruction and independent work *Need to foster student motivation, stamina, accountability, and recognition in independent reading and seatwork *Need to use standards-based questions and learning activities that target higher levels of cognitive demand and engage students in discussion protocols that build meaning *Need to employ strategies to enhance student engagement *Classroom reading conferences need to focus on power goals *Insufficient time spent reading independently and collaboratively discussing what they've read with peers and the teacher <p>Root Causes:</p> <ul style="list-style-type: none"> *Student mobility rate is high-by fifth grade 22% of the students have spent less than two years at LPES *Limited stamina and resiliency in completing non-preferred and/or difficult tasks *Need for better communication between home and school to increase understanding of school expectations

				<p>*Interventions, including IRLA Toolkit, Wilson, Imagine Learning, Targeted Skills groups need to be selected based on need, implemented consistently, and monitored continuously</p> <p>*Students also lack proficiency in responding to higher-order questions with support and evidence from the text.</p>
Reading	DIBELS End-of-Year	<p>5th grade: 55 Students</p> <p>I 51%</p> <p>S 7%</p> <p>C 11%</p> <p>C+ 31%</p>	<p>Oral Reading Fluency</p> <p>Intensive: 28 students</p> <p>19/28 (68%) AA</p> <p>25/28 (89%) ED</p> <p>5/28 (18%) SWD</p>	<p>Factors:</p> <ul style="list-style-type: none"> *Need to employ differentiated instruction and independent work *Need to foster student motivation, stamina, accountability, & recognition in independent reading and seatwork *Need to use standards-based questions and learning activities that target higher levels of cognitive demand and engage students in discussion protocols that build meaning *Need to employ strategies to enhance student engagement *Classroom reading conferences need to focus on power goals *Insufficient time spent reading independently and collaboratively discussing what they've read with peers and the teacher <p>Root Causes:</p> <ul style="list-style-type: none"> *Student mobility rate is high-by fifth grade approximately 22% of the students have spent less than two years at LPES *Limited stamina and resiliency in completing non-preferred and/or difficult tasks *Need for better communication between home and school to increase understanding of school expectations *Interventions, including IRLA Toolkit, Wilson, Imagine Learning, Targeted Skills groups need to be selected based on need, implemented consistently, and monitored continuously *Students also lack proficiency in responding to higher-order questions with support and evidence from the text.

***Additionally, the data from 2022-2023 KRA, IGDI, Foundations unit assessments, and MCAP provide additional corroborating information about our overall and individual student groups' successes, needs, contributing factors and root causes.**

2022-2023 KRA DATA

The 2022-2023 KRA data below illuminates the fact that our kindergarten students still come to school far less prepared for school success than their counterparts in other SMCPS schools. While our KRA data shows improvement from the 2022 SY, it's especially important to note that the following student groups showed the biggest gap in Demonstrating as compared to the ALL category percentage of 44%:

- EL students: 5%
- AA students: 28%
- ED students: 28%
- Hispanic students: 36%

Analysis Summary:

The implications of this data suggest that in addition to strong Tier I reading and math instruction, the kindergarten teachers need to build students' language and background knowledge.

2023 KRA	SMCPS			LPES		
	Emerging	Approaching	Demonstrating	Emerging	Approaching	Demonstrating
Overall Performance	231 (21%)	380 (35%)	479 (44%)	14/42 (33%)	19/42 (45%)	9/42 (21%)
ALL	231 (21%)	380 (35%)	479 (44%)	14/42 (33%)	19/42 (45%)	9/42 (21%)
AA	74 (35%)	77 (36%)	60 (28%)	8 (38%)	7 (33%)	6 (29%)
Hawaiian	0	2 (100%)	0	0	1 (100%)	0
Asian	9 (21%)	16 (38%)	17 (40%)	2 (50%)	1 (25%)	1 (25%)
Caucasian	99 (15%)	217 (34%)	326 (51%)	2 (50%)	2 (50%)	0
Hispanic	27 (29%)	32 (35%)	33 (36%)	1 (33%)	2 (66%)	0
Multi-Racial	22 (22%)	35 (35%)	43 (43%)	1 (13%)	5 (63%)	2 (25%)
ED	159 (35%)	169 (37%)	127 (28%)	13 (35%)	16 (43%)	8 (22%)
EL	19 (50%)	17 (45%)	2 (5%)	2 (50%)	2 (50%)	0
SWD	64 (56%)	37 (32%)	14 (12%)	3 (75%)	1 (25%)	0
Male	145 (26%)	192 (35%)	214 (39%)	9 (53%)	4 (24%)	4 (24%)
Female	86 (16%)	188 (35%)	265 (49%)	5 (20%)	15 (60%)	5 (20%)

**IGDIs Data
Comparative Analysis
LPES Pre-Kindergarten Winter/Spring 2022-2023**

The top table compares the average scores for each domain. The remainder compares the percent of students scoring within each domain for SMCPs, your school's Spring scores, Winter scores, then Spring 2023

Analysis Summary:

While the 2023 IGDl data outlined below show that our students in the Pre-Kindergarten program, at times met the benchmark and demonstrated similar results to the SMCPs scores, since this data is not disaggregated into student groups (gender, race, ethnicity, FARMS, and SWD), the mega data provides us with limited information on which to base targeted instructional decisions for the 2023-2024 school year, except for the importance of implementing Frog Street and Heggarty with fidelity. Two areas of particular concern that require sustained attention are WOBD and Alliteration where our students performed significantly lower than the SMCPs average.

Spring Average Scores	Picture Naming	Rhyming	Sound ID	WOBD	Alliteration
IGDIs Benchmark	50	50	53	51	52
SMCPs	49.6	50.3	52.5	51.7	49.6
LPES	47.8	47.9	52.5	52.7	48.1
Picture Naming	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested
LPES Spring 2023 (38 students)	31.6%	23.7%	39.5%	0.0%	5.3%
SMCPs Spring 2023 (496 students)	39.7%	31.5%	24.6%	2.6%	1.6%

LPES Winter 2023 (39 students)	15.4%	28.2%	41.0%	7.7%	7.7%
LPES Fall 2022 (33 students)	15.2%	36.4%	33.3%	9.1%	6.1%
Rhyming	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested
LPES Spring 2023 (38 students)	28.9%	13.2%	44.7%	7.9%	5.3%
SMCPS Spring 2023 (496 students)	50.4%	11.7%	27.8%	8.1%	2.0%
LPES Winter 2023 (39 students)	23.1%	12.8%	46.2%	10.3%	7.7%
LPES Fall 2022 (33 students)	15.2%	18.2%	24.2%	36.4%	6.1%
Sound ID	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested
LPES Spring 2023 (38 students)	44.7%	21.1%	23.7%	5.3%	5.3%

SMCPS Spring 2023 (496 students)	48.6%	19.2%	25.0%	5.0%	2.2%
LPES Winter 2023 (39 students)	41.0%	20.5%	17.9%	12.8%	7.7%
LPES Fall 2022 (33 students)	48.5%	12.1%	12.1%	21.2%	6.1%
WODB	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested
LPES Spring 2023 (38 students)	34.2%	13.2%	21.1%	23.7%	7.9%
SMCPS Spring 2023 (497 students)	63.0%	7.6%	15.1%	12.1%	2.2%
LPES Winter 2023 (39 students)	43.6%	15.4%	15.4%	17.9%	7.7%
LPES Fall 2022 (33 students)	27.3%	18.2%	18.2%	30.3%	6.1%
Alliteration	Green: Strong Progress Tier 1	Orange: Moderate Progress Cut Range	Red: At-Risk Progress Tier II-III	Gray: Discontinued	Purple: Not Yet Tested

LPES Spring 2023 (38 students)	10.5%	28.9%	47.4%	2.6%	10.5%
SMCPS Spring 2023 (496 students)	16.7%	35.5%	39.3%	5.8%	2.6%
LPES Winter 2023 (39 students)	5.1%	15.4%	69.2%	2.6%	7.7%
LPES Fall 2022 (33 students)	N/A	N/A	N/A	N/A	N/A

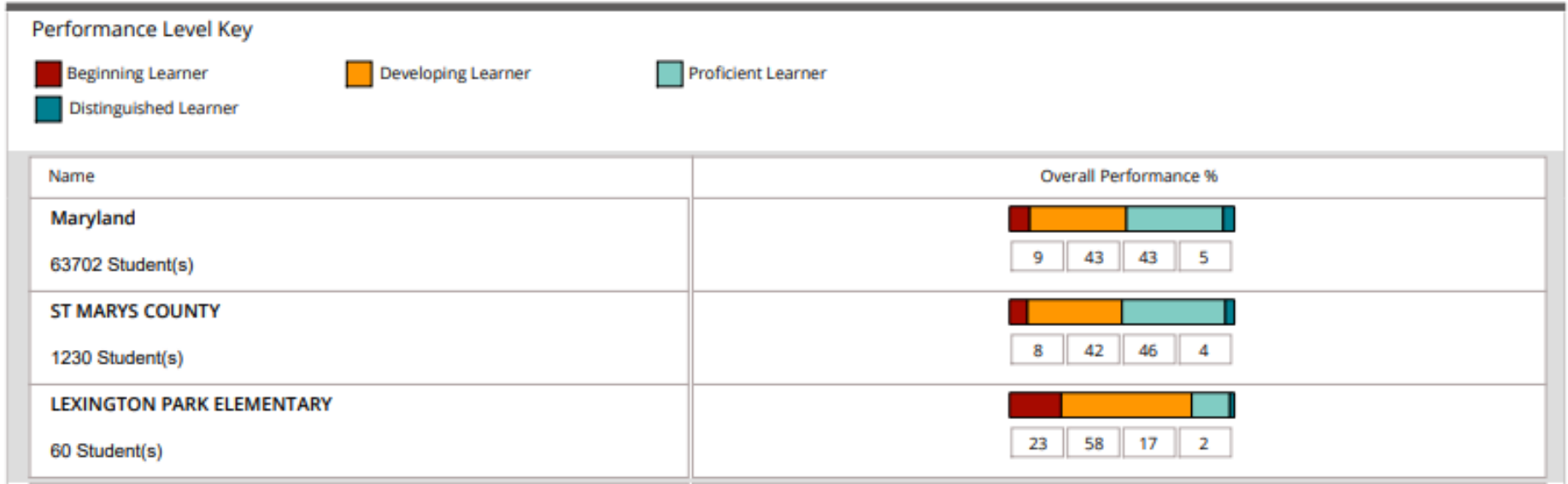
2022-2023 MCAP MCAP Analysis

Our Leadership Team reviewed and discussed the 2023 MCAP data. Our students consistently perform lower than other students in SMCPs and the state. These 2023 MCAP scores reflect a continuation of a historic issue of poor performance by our students in the ELA state assessments. This issue of poor ELA performance on PARCC/MCAP was more fully revealed at the end of the 21-22 school year when the 4th and 5th grade Elementary STEM program ended. While our 2023 ELA scores in 3rd grade scores are the lowest in SMCPs, we see some improvement in performance in 4th & 5th grade MCAP scores.



Demographic Performance Level Summary Grade 03 ELA/Literacy 2023 Spring ELA & MATH

LEXINGTON PARK ELEMENTARY
ST MARYS COUNTY
Maryland



LPES PARCC/MCAP Data % Proficient or Above						
	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022	2022-2023
3rd	11.50%	14.08%	16.70%	16.67%	12.50%	19%
4th	47.50%	50.39%	54.60%	53.27%	22.20%	29%
5th	48.60%	53.10%	54.80%	54.63%	48.90%	33%

LPES 3rd Grade ELA MCAP Disaggregated Data				
	1 Beginning	2 Developing	3 Proficient	4 Distinguished
ED	23%	55%	8%	0%
SWD	15%	7%	0%	0%
ELL	2%	5%	0%	0%
Hispanic	7%	8%	2%	0%
Caucasian	0%	7%	3%	2%
AA	12%	35%	12%	0%

LPES 4th Grade ELA MCAP Disaggregated Data				
	1 Beginning	2 Developing	3 Proficient	4 Distinguished
ED	20%	43%	23%	0%
SWD	7%	9%	0%	0%
ELL	7%	4%	1%	0%
Hispanic	9%	6%	7%	0%
Caucasian	1%	14%	6%	0%
AA	13%	23%	10%	0%

LPES 5th Grade ELA MCAP Disaggregated Data				
	1 Beginning	2 Developing	3 Proficient	4 Distinguished
ED	23%	34%	25%	0%
SWD	10%	3%	0%	0%
ELL	0%	5%	0%	0%
Hispanic	0%	8%	5%	0%
Caucasian	3%	10%	3%	0%
AA	18%	15%	20%	0%

Response to ELA Data Summary

After reviewing the ELA data it was determined that we need to continue and deepen our focus on phonological awareness (PA) and phonics deficits in an even more deliberate and robust way. This decision is also supported by our disaggregated data, especially in our ED group. Phonics instruction poses a problem for our EL students since they all speak Spanish and the phonics rules in English can be very confusing for our ELL students. This year, in addition to the newly adopted reading curriculum, Benchmark Advance, we will implement the LETRS framework to better support our ELL students. At this point, our Administrative Team, Instructional Resource Teachers, and all of the K-5 teachers have either completed LETRS 1-4 or are taking it this school year. As we build our teachers' understanding and capacity in the science of reading and LETRS practices, we expect to see improvement in our students' ELA performance. Additionally, teachers in grades Pre-K - 2 will use Heggerty to provide daily targeted Phonemic Awareness instruction that is both brain based and vertically aligned. Phonics deficits in K-4 will be addressed by using Science of Reading practices including Sound Walls to teach and reinforce sound and spelling patterns. The Sound Walls will be used in conjunction with the phonics lesson plan instruction in grades K-3 and a Syllable Bootcamp in grades 4 and 5. Syllable Bootcamp will review the six syllable types and provide students with practice in encoding and decoding. We will provide literacy interventions for students with skill deficits. Teachers will continue to use consistent reading routines and provide coaching to help every student progress in reading based on their individual needs. Fourth and fifth grade students whose DIBELS data shows a need for targeted instruction and fluency practice in decoding multisyllabic words will be provided with the REWARDS intervention. Additional research-based interventions will be used as needed. Intervention and classroom data will be reviewed monthly in PLC meetings. This includes examining DIBELS progress monitoring (K-5). Additionally, data from county assessments will be reviewed and used to measure the effectiveness of instruction.

Identified Literacy Priority Needs, Goals & Objectives

- Identify and provide appropriate interventions, including Heggerty and Foundations for students reading below benchmark, as determined through individual assessments to monitor progress using UNIFY's RTI system & adjust intervention as needed.
- Actively engage students with best practices in literacy instruction through utilizing the Benchmark Advance and interdisciplinary tasks/units that mirror the demands of the county assessments and MCAP.
- Provide consistent and differentiated small-group instruction and independent work during balanced literacy block
- Utilize best practices in guided reading instruction, with students responding to higher order questions and engaging in discussion protocols with each other.
- Increase student time spent reading decodable text up to 30 minutes during the school day and support an additional 30 minutes of home reading
- Recognize and celebrate students' independent reading progress through incentives and quarterly Celebrations of Reading
- Administer collaboratively developed formative assessments regularly to monitor student learning
- Provide frequent authentic writing experiences that lead students to write to source and make meaningful use of content knowledge

Reading/Language Arts Goal/s: (Include each subgroup identified in the needs assessment): *The goals should align with the priority needs.*

1. All students will show more than one year's growth above baseline in foundational reading skills
2. LPES will meet the established ELA growth metric on the 2024 Spring MCAP.

Reading/Language Arts Objective/s:

1. Students in grades K-5 will improve their performance on DIBELS by 10 percent.
2. All students who are demonstrating deficits in reading will receive the appropriate small group intervention which will be administered with true fidelity and will be assessed every two weeks to review progress and determine the appropriateness of the intervention and, if needed, choose and implement a different intervention..

School-wide Reform Strategies for Literacy (Component 2)

Strategies/Activities	Person(s) Responsible	Timeline
*Provide 135 minutes of Tier I Language Arts instruction (at least 90 uninterrupted minutes), following the SMCPS Literacy block guidelines and using the Benchmark Advance curriculum in gr. K-5	Classroom teachers Special Education Teachers IRTs	August 2023- June 2024
*Implement integrated Haggerty & Foundations for phonemic awareness, phonics and word work skills daily.	Pre-K-3 Classroom Teachers, SpEd Teachers Paraeducators IRTs	August 2023- June 2024
Implement appropriate interventions schedule to address identified need – Heggerty, Foundations, Read Naturally, Road to the Code, and Wilson	K-5 Classroom Teachers SpEd Teachers IRTs	August 2023- June 2024
Deliver strategic, explicit, research-based vocabulary instruction in Benchmark Advance in grades K-5	K-5 Classroom Teachers IRTs	August 2023- June 2024
Administer collaboratively developed formative assessments	K-5 Classroom Teachers IRTs	August 2023- June 2024
Implement SMCPS Elementary Benchmark Advance ELA Curriculum enhanced with STEM/STEAM activities & integrated units	K-5 Classroom Teachers IRTs Administration	August 2023- June 2024

Provide family nights and materials for parents to build parent capacity of reading strategies to use with their students at home.	K-5 Classroom Teachers SpEd Teachers IRTs Administration	August 2023- June 2024
Provide additional SMCPs approved online education access to support teachers in monitoring students' progress, providing additional instructional resources, and engaging students in reading skill enhancement activities	K-5 Classroom Teachers SpEd Teachers IRTs Administration	August 2023- June 2024
Provide the hands-on materials of instruction to include decodable texts and trade books from Power Readers, Foundations, and other SMCPs approved classroom supplies as identified to support both direct instruction and interdisciplinary units and strategies to support . Texts/books support improved reading, performance in support of identified ELA, goals & strategies.	K-5 Classroom teachers SpEd Teachers IRTs	August 2023- June 2024

What evaluation method/s will be used to determine the effectiveness of each strategy/ activity listed above?

Formative grade level and classroom assessment data will be reviewed monthly at team data meetings to determine effectiveness and discern student progress. DIBELS Progress monitoring will be used to target small group instruction and interventions will be implemented and adjusted as needed to ensure student success. Ongoing review of SMCPs ELA assessments for students in grades K-5 will be used to measure the effectiveness of Tier I instruction and any interventions being used.

COMPREHENSIVE NEEDS ASSESSMENT: MATH

Summary of Math Data

The SMCPs quarterly math assessments for the 2022-23 school year were optional. These optional assessments were not taken by all students and are not included. The reported mid-year data for grades K-5 was from the January 2023 Bridges Number Corner Check-Up Two. The threshold for meeting the mid-year goal was scoring at 60% or greater. The data showed that 43% of our students met or exceeded the mid-year goal. Each grade level is using the Bridges Math Program to continue to develop the appropriate grade level skills to ensure students develop fact fluency, build perseverance, make sense of word problems, and develop appropriate and efficient strategies for solving various mathematical problems. As

necessary, the Bridges Intervention Program will be used with small groups of students who need remediation on foundational skills in order to access and be successful with grade-level content.

Core Subject And Grade Level	Assessment: SMCPS Number Corner Aggregate and Sub Group Scores	2023 MCAP Data	Factors Contributing to the Factors & Root Causes
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K	Aggregate: 57% - AA: 52% - H: 7% - ED: 85% - SWD: 4%	N/A	<p>Factors:</p> <ul style="list-style-type: none"> *Lack of preschool experience *Lack of mathematical experiences *Lack of learning materials at home <p>Root Causes:</p> <ul style="list-style-type: none"> *Lack of school readiness *Lack of mathematical materials and manipulatives at home *Low Socio-Economic status *Need for better communication regarding the curricular expectations between home/school
1	Aggregate: 66% - AA: 51% - H: 21% - ED: 92% - SWD: 92%	N/A	<p>Factors:</p> <ul style="list-style-type: none"> *Inconsistent implementation of math curriculum and mathematical practices *Need for greater differentiated instruction and intervention *Need for class work and formative assessments that more closely mirror the demands and format of the benchmark and MCAP assessments <p>Root Causes:</p> <ul style="list-style-type: none"> *Insufficient professional development for math instructional best practices for instructional staff *Lack of reading stamina and resiliency in completing difficult tasks *Lack of parent understanding of school expectations and better communication between home and school

2	Aggregate: 47% - AA: 43% - H: 18% - ED: 82% - SWD: 4%	N/A	<p>Factors: *Inconsistent implementation of math curriculum & mathematical practices *Need for differentiated instruction and intervention *Need for class work and formative assessments that more closely mirror the demands & format of the benchmark and MCAP assessments</p> <p>Root Causes: *Insufficient professional development for math instructional best practices for instructional staff *Lack of reading stamina and resiliency in completing difficult tasks *Lack of parent understanding of school expectations and better communication between home and school</p>
3	Aggregate: 28% - AA: 53% - H: 18% - ED: 71% - SWD: 82%	See chart below	<p>Factors: *Inconsistent implementation of math curriculum & mathematical practices *Need for differentiated instruction and intervention *Need for class work and formative assessments that more closely mirror the demands and format of the benchmark and MCAP assessments</p> <p>Root Causes: *Insufficient professional development for math instructional best practices for instructional staff *Lack of reading stamina and resiliency in completing difficult tasks *Lack of parent understanding of school expectations and better communication between home and school</p>
4	Aggregate: 34% - AA: 36 % - H: 32% - ED: 77% - SWD: 5%	See chart below	<p>Factors: *Inconsistent implementation of math curriculum and mathematical practices *Need for differentiated instruction and intervention *Need for class work and formative assessments that more closely mirror the demands and format of the benchmark and MCAP assessments</p> <p>Root Causes: *Insufficient professional development for math instructional best practices for instructional staff *Lack of reading stamina and resiliency in completing difficult tasks</p>

			*Lack of parent understanding of school expectations and better communication between home and school
5	Aggregate: 28% - AA: 56 % - H: 6% - ED: 38% - SWD: 6%	See chart below	<p>Factors:</p> <ul style="list-style-type: none"> *Inconsistent implementation of math curriculum and mathematical practices *Need for differentiated instruction and intervention *Need for class work and formative assessments that more closely mirror the demands and format of the benchmark & MCAP assessments <p>Root Causes:</p> <ul style="list-style-type: none"> *Insufficient professional development for math instructional best practices for instructional staff *Lack of reading stamina and resiliency in completing difficult tasks *Lack of parent understanding of school expectations and better communication between home & school

2022-2023 Math MCAP Analysis

3rd Grade Composite Score	4th Grade Composite Score	5th Grade Composite Score
13%	6%	7%

LPES 3rd Grade Math MCAP Disaggregated Data				
	1 Beginning	2 Developing	3 Proficient	4 Distinguished
ED	55%	25%	7%	0%
SWD	17%	5%	0%	0%
ELL	5%	3%	0%	0%
Hispanic	12%	5%	0%	0%
Caucasian	2%	7%	3%	0%
AA	37%	15%	10%	0%

LPES 4th Grade Math MCAP Disaggregated Data

	1 Beginning	2 Developing	3 Proficient	4 Distinguished
ED	43%	42%	1%	0%
SWD	12%	4%	0%	0%
ELL	6%	7%	0%	0%
Hispanic	7%	14%	0%	0%
Caucasian	9%	10%	1%	0%
AA	28%	19%	0%	0%

LPES 5th Grade Math MCAP Disaggregated Data

	1 Beginning	2 Developing	3 Proficient	4 Distinguished
ED	30%	52%	2%	0%
SWD	10%	3%	0%	0%
ELL	2%	3%	0%	0%
Hispanic	2%	11%	0%	0%
Caucasian	5%	10%	2%	0%
AA	21%	30%	3%	0%

RESPONSE TO MATH DATA SUMMARY

Our composite and disaggregated math data show us that last year in general, our achievement gap grew as students moved from 3rd to 4th and then again from 4th to 5th.. However, unlike in reading, the sub groups with the lowest scores are not consistent, leading us to believe that the role grade level Tier I instruction and intervention pacing can never be underestimated in relation to student performance. Teachers focused more on what students couldn't do than what they could do, and this year we are leading them to move forward rather than look back. The LPES instructional staff, including our Academic Dean and math liaison will work closely with all teachers to effectively implement each component of the Bridges math

curriculum, ensure daily opportunities for Number Corner, Math WorkPlace activities, and incorporate meaningful fact fluency activities. There will be guided instruction and number string problem-solving with opportunities to share strategies implemented in grades K-5 weekly. Staff will utilize assessment data (formative and summative) to establish flexible intervention/enrichment groups, identify students in need of math intervention, and provide daily reinforcement and practice in school and at home. Embedded math standards and practices into interdisciplinary lessons/units in all grade levels will be planned in PLC's and training will be provided by the Academic Dean, math math IRT, math liaison, and supervisor. Implementation of math strategies that reflect best practices will be monitored and highlighted during classroom walk-throughs and student performance will be celebrated in a variety of ways.

Formative and unit assessment item analysis will be used to identify individuals or groups of students who require math intervention or enrichment and flexible grouping will be utilized during Tier I instruction. Shared math data is reviewed weekly at grade level collaborative planning, monthly during PLC meetings and at quarterly grade-level unit planning days. Formative and classroom assessment data (including county assessments) will be reviewed to determine effectiveness & evaluate student progress. Based on teacher feedback at PLC meetings during the 2022-23 school year, it was determined that some teachers did not receive enough professional development in mathematics instruction. During the upcoming school year, the Academic Dean, math IRT and our math liaisons will provide teachers with monthly professional development during and after school.

Schoolwide Math Priority Needs:

Mathematics Priority Need(s): To ensure continued progress in Mathematics, LPES needs to:

- *Continue to implement each component of Bridges Math, including Number Corner with integrity, embedding Standards of Mathematical Practice
- *Ensure daily opportunities for math activities to build computational fluency and discussion to enhance student engagement
- *Implement story problems and CGIs with strategy sharing in all classrooms (Gr. K-5), at least once per week
- *Utilize the unit assessment indicator results to establish flexible re-teaching & enrichment groups
- * Identify students in need of math intervention and provide targeted daily intervention as a part of Tier I instruction
- *Administer collaboratively developed formative assessments regularly to monitor student learning
- *Imbed math standards and practices into interdisciplinary STEM/STEAM units in all grade levels

Mathematics Goal: (Include each subgroup identified in the needs assessment): *The goals should align with the priority needs.*

LPES will meet the 2023 MCAP Growth measures established by MSDE and SMCPS.

Mathematics Objective:

May 2024 Bridges Assessments scores at or above the system average

Grade 1: Aggregate: 72% AA: 68% ED: 68%, SWD: 45%

Grade 2: Aggregate: 68%. AA: 62.4%, ED: 62%, SWD: 35%

Grade 3: Aggregate: 52%, AA: 50%. ED: 58%, Sp. Ed 40%.

Grade 4 Aggregate: 80%, AA: 69% ED: 74%, Sp. Ed: 60%.

Grade 5 Aggregate: 71% AA: 62%, ED: 60%, Sp. Ed: 25%.

- 58% of grade 1-5 students will score at or above the benchmark cut-off of the SMCPs pre/post math assessments and unit assessments

Mathematics Milestones:

- Use of half sheets, common formative assessments and unit assessment item analysis to identify students for re-teaching and extension groups.
- Use of student data to identify students for math intervention and enrichment.
- Math data shared once monthly during PLC meetings and after unit assessments.
- Data reviewed for all students quarterly
- Implementation of math strategies that reflect best practices, monitored through classroom walk-throughs and student performance

Schoolwide Reform Strategies for Mathematics (Component 2)

Strategies/Activities	Person(s) Responsible	Timeline
*Implement Bridges in gr. K-5, with attention to explicitly integrating the 8 mathematical practices & provide teachers with ongoing support including PMPD courses specifically designed for primary & intermediate teachers	K-5 Classroom teachers SpEd Teachers IRTs	September 2023 – June 2024
*Implement "Math Talk" & PCR writing to build students' stamina in supporting their choice of strategies and answers & cooperative groupings to	K-5 Classroom teachers SpEd Teachers IRTs	September 2023 - June 2024

<p>support student engagement, discussion and problem solving</p> <p>*Develop and implement interdisciplinary, project-based units of study to provide students with the opportunity to engage in tasks that mirror the demands of MCAP</p> <p>*Implement Bridges fluency component to build computational fluency, gr. K-5</p> <p>*Use Bridges Intervention Kits with identified students to build fluency with whole numbers & fractions</p> <p>*Use daily formative assessment and Bridges Screeners to guide instructional decisions</p>	<p>PreK-5 Classroom teachers SpEd Teachers IRTs</p> <p>K-5 Classroom teachers SpEd teachers IRTs Para-educators</p> <p>K-5 Classroom teachers SpEd Teachers IRTs</p>	<p>September 2023 - June 2024</p> <p>September 2023 – June 2024</p> <p>September 2023 – June 2024</p>
<p>Provide ongoing professional development to build the capacity of teachers in the area of math content knowledge by having teachers participate in PLCs and professional conferences.</p>	<p>K-5 Classroom teachers SpEd Teachers IRTs</p>	<p>September 2023 – June 2024</p>
<p>Provide math enrichment opportunities for students through participation in assemblies and performances that integrate interdisciplinary instructional concepts.</p>	<p>K-5 Classroom teachers SpEd Teachers IRTs</p>	<p>September 2023 – June 2024</p>
<p>Provide the hands-on materials of instruction & classroom supplies as identified to support both direct instruction and interdisciplinary units and strategies to support Math goals & strategies identified in our CNS & schoolwide plan.</p>	<p>K-5 Classroom teachers SpEd Teachers IRTs</p>	<p>September 2023 – June 2024</p>

Provide family nights and materials for parents to build parent capacity of math strategies to use with their students at home.	K-5 Classroom teachers SpEd Teachers IRTs	September 2023 – June 2024
<p>What evaluation method will be used to determine the effectiveness of each strategy/ activity listed above?</p> <p>Formative & classroom assessment data will be reviewed at weekly PLCs and monthly team meetings to determine effectiveness and discern student progress. Interventions will be adjusted as needed to ensure student success. Additionally, quarterly data from county assessments will be reviewed and used to measure the effectiveness of these strategies and the interventions being used.</p>		

MD REPORT CARD 2022-2023

Maryland Report Card Analysis: An analysis of all the elements of our MD Report Card reflects the elimination of the Elementary STEM program and shines the light on the performance of the students who live in our attendance area and attend our school. An analysis of our report card provides us with some very sobering statistics, opportunities for growth and one bright spot. While the points we earned in Academic Achievement are sobering, our greatest concern is that in Academic Progress we only earned 16.9 points. Our plan for improving Academic Achievement is outlined in our School Improvement Plan. One bright spot in our report card is in our progress toward English Language Proficiency. One area not specifically identified in School Quality and Student Success is Attendance, but a closer look at this report card element has led us to make improving student attendance a high priority. The first rule of success is to show up and since the 2020-2021 school year, our students have continued to struggle with regular school attendance. Our School Wide Plan includes specific strategies to improve attendance.

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	7.5	✘	✘
Academic Progress	35.0	16.9	na	✘
Progress in Achieving English Language Proficiency	10.0	3.7	✔	✘
School Quality and Student Success	35.0	18.9	na	✘
TOTAL POINTS:	100.0	47.0		

$$\frac{\text{Total Earned Points: } 47.0}{\text{Total Points Possible: } 100.0} = 46.9\%$$

TOTAL EARNED PERCENT

* Earned points may not equal total points due to rounding. ✔ =Met ✘ =Not Met

SCHOOL CLIMATE & CULTURE NEEDS ASSESSMENT SUMMARY

Demonstration of positive student behavior has evolved into a significant strength for LPES. During the 2022-2023 school year our staff recommitted to the use of the Responsive Classroom practices of Morning Meeting and Closing Circle. For Tier II students we implemented the Check In-Check Out (CICO) program as an intervention for connecting with students who have a higher propensity for truancy, challenging behavior, low self-esteem, or other issues that could impede their learning. Twenty (20) students have CICO mentors and referrals declined and attendance increased for those. Mentors meet with their mentee students several times a week. Staff members create and maintain strong relationships with families through in-person meetings, Class DoJo messages, phone calls, in person & virtual conferences, and email. Consistent attendance and positive behaviors are recognized and celebrated. The positive behavior & referral data reveal that the Responsive Classroom structures we have in place have increased positive interactions and self-regulation skills taught through Conscious Discipline practices. We will continue to allocate resources to support PBIS, our house teams initiative and grade level partnerships and mentoring.

LPES has now established a workforce that is largely stable, credentialed and certified. There are 19 teachers who hold Advanced Professional Certificates, 12 teachers have a Standard Professional Certificate, 1 classroom teacher, 2 Special Education teachers, our Art teacher, and our Media Specialist (a certified teacher) are conditionally certified and working to earn certification. The majority of teachers have 10 or more years teaching experience, 1 hosts student interns from SMC, and this summer 3 teachers were selected to host demonstration classrooms for new teachers. Even after these past challenging years, we had relatively little staff change. Several paraeducators moved out of the area, one teacher transferred to a school closer to her home, and our Art Teacher left the field of education.

Feedback from staff during the 2022-2023 school year PLC meetings & school climate surveys identified a need for additional training in trauma-informed best practices, the effects of emotional poverty, and culturally responsive instruction and assessment. The culturally responsive Additionally, the staff will choose one of three book study groups to participate in (Emotional Poverty Part II, Culturally Responsive Teaching or Helping Traumatized Children Learn, Volume I). During the COVID-19 pandemic and continuing over the next two years, the staff witnessed firsthand the disproportionate level of critical resources available to our FARMS, ELL and AA families.

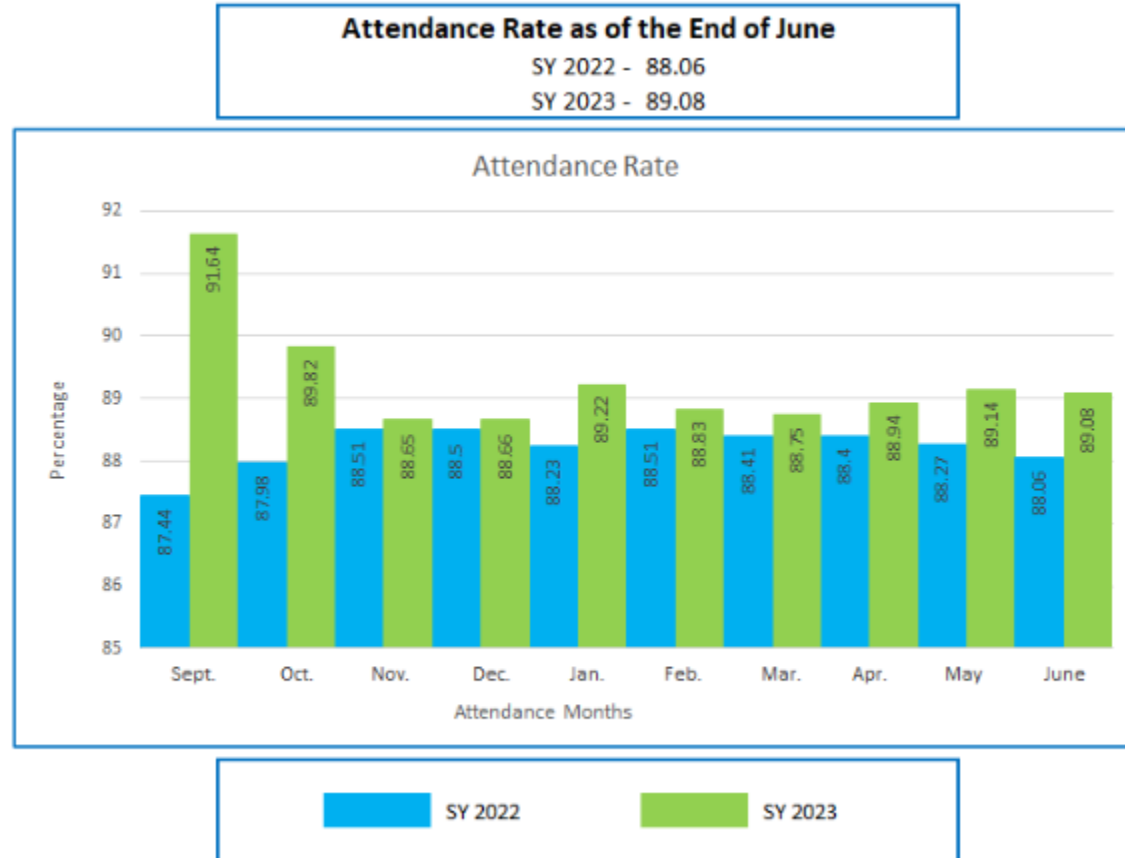
Regular school attendance is always a concern for our school, but the last three years have been especially challenging. We continue to implement an active mentoring program to support increased student attendance as described in the next few sentences and have added an additional exciting component-House Teams. Students earn a point for their house for every day they come to school and the excitement about this has permeated our school, and so far our attendance has improved when compared to this time last year.

- Each member of our attendance team (Principal, Classroom Teachers, Guidance Counselor, Attendance Secretary, PPW, and ISIC Coordinator) had a group of students they work with on at least a weekly basis.
- Our Lunch Bunch groups with targeted students were successful and helped us encourage more families to be sure to encourage regular attendance.
- Monthly attendance meetings to monitor and

Our overall attendance rate last year was 89.08%, as seen in the ADA Attendance Totals chart below, which is an improvement over the 86.4% of the

previous year, but still far below MSDE’s target of 94%. A further disaggregation of attendance that included ED, SWD, Race, and Ethnicity was not available to include in our needs assessment, but we suspect it would follow the trend seen in our academic data, as regular school attendance makes academic success possible.

LPES 2022-2023 ADA Attendance Totals:



STUDENT REFERRAL DATA 2022-2023

Another area of our school climate we remain concerned about and focused on is the number of student referrals and suspension our students receive. It’s important to note that during the 22-23 school year SMCPs required that all elementary schools to enter all behavior incidents as a To address

these

Top 5 Incident Codes Among Elementary Schools (plus Bullying)

(Attack on Adult, Attack on Student, Disrespect, Disruption, Fighting)

* = 0 if not listed below

* does not include BUS Incidents

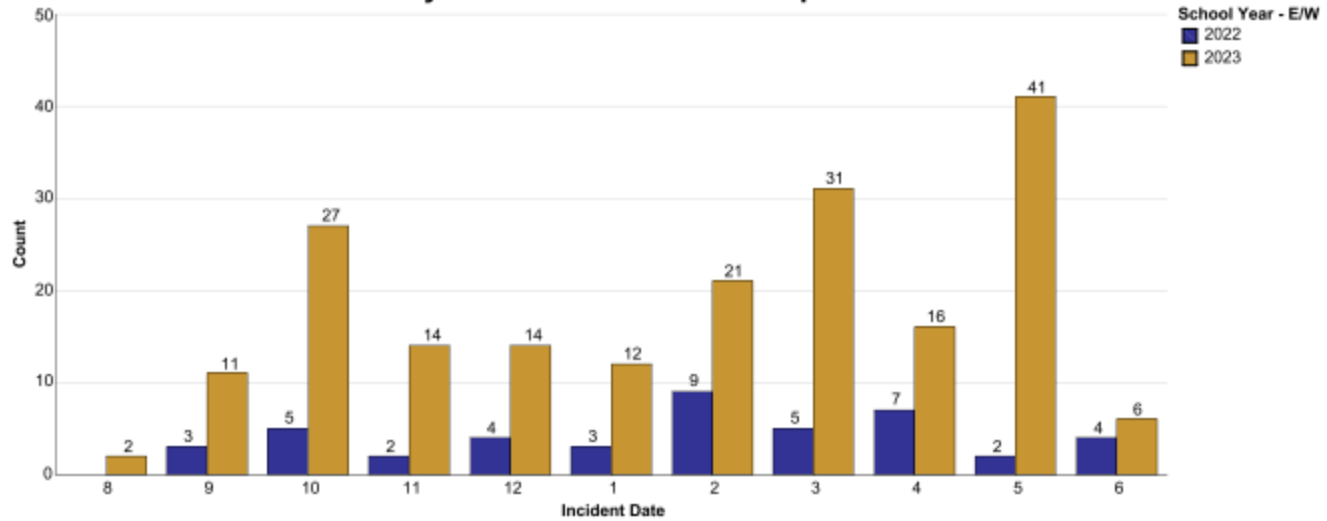
		2023
804	Attack on Adult	13
	Attack on Student	43
	Bullying	1
	Disrespect	16
	Disruption	47
	Fighting	8

Number of Incidents by Grade Level - Duplicated

(* = 0 if SY not listed below)

		6			Total
		01	03	05	
804	2022		3	1	4
	2023	2	1	3	6

Number of Incidents by Month - 2 Year Trend - Duplicated



SCHOOL CLIMATE & CULTURE NEEDS ASSESSMENT DATA

Area	Finding	Identified Needs	Factors and Root Causes
School Climate & Safety	<p>2022-2023 Family Survey Results revealed the following data:</p> <ul style="list-style-type: none"> *97% feel welcome *97.4% feel encouraged to participate in school activities *95.4% feel we provide information on how they can be involved in their child’s education *91.4% feel that our school holds high expectations for their child *96.9% feel that parent involvement activities are planned to inform and assist them with the success of their child *96.9% feel encouraged to attend SIT/Title I meetings <p>Families also indicated that they would be more likely to attend after school workshops and family nights if meals were provided.</p>	<ul style="list-style-type: none"> *Communication with families through DoJo, HAC, grade level and office monthly newsletters, automated phone calls, Twitter, school website & community outreach *Increased communication regarding family involvement activities and events, through automated calls 	<p>Factors:</p> <ul style="list-style-type: none"> *Lack of professional development in cultural diversity, learning styles and gender differences *Much communication is print materials *Many families live a distance from the school <p>Root Causes:</p> <ul style="list-style-type: none"> *Manner in which visitation/volunteer policies are communicated *Disconnect between family culture and school culture * Many families do not check backpacks and read flyers/letters
Student Attendance	<p>2023 Attendance Rate All students – 89.09% - a slight increase over the 2022 Attendance rate of 88.6%</p>	<ul style="list-style-type: none"> *Increase our families understanding the importance of regular school attendance *Identify additional resources for families to support regular attendance 	<p>Factors:</p> <ul style="list-style-type: none"> *Childhood illnesses *Home demands keep children home *Fear for the safety of their children <p>Root Causes:</p> <ul style="list-style-type: none"> *Poverty *Trauma

		*Increase the level of stable housing for our families	*Disconnect between family culture and school culture
Student Mobility & Homelessness	Throughout the summer we have registered 112 new students and 79 students have transferred. Our mobility and homeless rates continue to be of great concern.	*Additional support for families to manage increased mobility/homelessness *Need for individualized attention & guidance	Factors: *Effects of the pandemic on family resources and stability continues *Homelessness Root Causes: *Poverty *Homelessness *Violence in the community
Parent Involvement	2022-2023 meetings often included both an in-person and virtual option. Parent participation compared with the previous years' participation. As a result, we will continue to offer targeted events and meetings both in-person & virtually during the 2023-2024 school year..	*We need to increase family engagement & participation to ensure student success	*Parents have little access to daycare after school hours *Parents work jobs where there is little opportunity to take leave *Poverty

Schoolwide Reform Strategies for Climate/Culture/SEL Identified Needs (Component 3)

Strategies/Activities	Person(s) Responsible	Timeline
*Support the implementation of the Responsive Classroom framework and Conscious Discipline practices in all classrooms and programs.	Principal Identified staff members	September 2023 – June 2024
*Support the implementation of a house team system to serve as the framework for our PBIS framework and Action Plan	All staff members	September 2023 – June 2024
*Provide staff with ongoing support and coaching in the implementation of the Responsive Classroom Framework and trauma-informed practices to support our students experiencing acute and chronic trauma	Principal Assistant Principal PBIS Team Responsive Classroom Team	September 2023 - June 2024
*Create and implement a house system to create vertical teaming and student & staff relationships throughout the building	Principal Assistant Principal House Team Committee Classroom teacher	September 2023- June 2024
*Imbed Growth Mindset principles and practices into daily instruction	Principal Assistant Principal Academic Dean	September 2023-June 2024

<p>*Engage staff members in an equity book study (Emotional Poverty Part II, Culturally Responsive Teaching or Helping Traumatized Children Learn, Volume I). Explore resources and strategies to support students, teachers and families to address equity issues and continue to provide opportunities for staff to participate in professional development on equity, access, and engagement.</p> <p>Provide strategies to increase teacher retention to build relationships, agency, and capacity, including: Seeking and implementing staff input on professional development; holding quarterly and “surprise” staff appreciation events in and outside of school; highlighting staff contributions through social media and school newsletters; and providing opportunities for staff voice and choice.</p> <p>Support educational equity by providing families support with field trip costs for academic field trips.</p>	<p>Responsive Classroom Leadership Team, Mental Health Leadership Team</p> <p>Principal Assistant Principal Academic Dean Title I Supervisor Identified Staff</p> <p>Principal Assistant Principal Academic Dean PBIS Facilitator Community Coordinator</p> <p>Principal Family Liaison Community Schools Coordinator</p>	<p>September 2023-June 2024</p> <p>September 2023-June 2024</p> <p>September 2-23-June 2024</p>
<p>What evaluation method will be used to determine the effectiveness of each strategy/ activity listed above?</p> <p>Quarterly analysis of attendance, discipline data (ODRs & OSS) as well as informal climate measures including responses on climate surveys.</p>		

PARENT, FAMILY & STAKEHOLDER INVOLVEMENT

Section 1118 (c)(1-5) Strategies to increase parental involvement (Component 3)

Lexington Park Elementary School Title I 2023-2024 Parent, Family & Stakeholder Engagement Plan

2023-2024

ESSA requires that each school establishes requirements for parental notification and involvement in the development and implementation of their child's educational program to improve student academic achievement and school performance. The St. Mary's County Public Schools' Title I Parent Involvement Plan provides for compliance with all federal requirements and mandates, as defined by Public Law 107-110. The St. Mary's County Public School System Title I Parent Involvement Plan is aligned with the six goals of *Maryland's Plan for Family, School, and Community Involvement* as developed by the Division of Student and School Services of the Maryland State Department of Education, March 2003.

LPES Vision: Our vision is to empower ALL our students to persevere through every challenge and achieve academic greatness.

LPES Mission: Our mission is to provide a safe, positive, consistent, and engaging learning environment that ensures growth and success for all students. Through relevant and rigorous academics we create skilled, passionate, and lifelong learners. Panda Nation embraces and celebrates the diversity of all our staff, our learners, and their families.

Building upon the positive support of home and community partnerships and the Responsive Schools network, LPES will provide leadership that will instill in our students a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

In our school, children are first!

Goal 1: COMMUNICATION - Schools and families will communicate frequently and clearly about academic opportunities, school performance, student progress and our school-family partnerships.

School activities will include:

- **Parental Involvement Plan** - In collaboration with the Lexington Park Elementary parents and staff we reviewed and revised the Title I Parent Involvement Policy/Plan and School-Parent Compact on **April 20, 2023** at our spring School Improvement Team meeting held both in-person and virtually. At the beginning of 2023-2024 school year we will discuss and distribute the plan and ask for suggestions at our Back to School Bash Open House-**August 21, 2023**, and our virtual Literacy and Title I Program Review/Input Workshop (**October 13, 2023**). The Title I Parent Involvement Policy/Plan will also be posted on the Lexington Park Elementary School website.
- **Parent Involvement Calendar** –The **2023 -2024 Family Involvement Calendar** is attached.
- **Home/School Compact** – Will be distributed to families at our Open House (**August 21, 2023**), reviewed at the Literacy and Title I Program Review/Input Workshop (**October 13, 2023**) and discussed with parents at parent/teacher conferences (**October 10, 2023**).

- **Feedback** about our Parent Involvement Plan and Schoolwide Plan will be collected formally during biannual school improvement team meetings; additional feedback will be gathered through other forms of communication such as parent surveys. Parent comments will be submitted to the Director of Parent and Family Engagement.
- **Communication Methods**-Lexington Park parents will be informed of statewide, local, and school events through Class DoJo, weekly School Messenger updates, monthly SMORE newsletters, LPES website, local media, and monthly classroom newsletters. We will work with the county, our ESOL teacher, sign language resources, and various websites to ensure that the information is provided in a language the parents understand. School staff will respond promptly and positively to parents' phone calls, letters, and visits. Title I funds have been used to purchase and install voice mail for the school. This will allow families to make contact with school staff outside of regular business hours. The Family Engagement Liaison paraeducator will provide parent and family resources and use the cell phone purchased through the Title I budget to maintain contact with parents.
- **School Report Card/Individual Student Report** - Each LPES parent will be provided with information detailing state academic content standards and assessments as well as the progress of the school and the level of achievement of the parent's child in each of the state academic assessments required under the law. Individual Student Report Cards will be distributed to student families four times during each school year. Parents may also log onto the Home Access Center to review student grades and progress at any time.
- **School staff training (August 17, 2023)** – School staff will participate in training to support effective communication and collaboration with parents. Training will involve parent feedback in determining training needs.
- **Open House- (August 21, 2023)** As a part of our Open House event, parents will have the opportunity to join the PTO, pick up school supplies, gather resources, be informed of their school's participation in the Title I program, receive a description of the goals and support provided by Title I, and the right of parents to be involved. Families will have the opportunity to tour the building, visit their classroom, and meet their child's classroom teacher, specialists, and other staff members(s).
- **Grade Level Curriculum Workshops- (November 14-18)** – At these events(both in-person and virtual), during American Education Week, administration and teachers will inform parents of their school's participation in the Title I program, a description of the goals and support provided by Title I, and the right of parents to be involved. Families will have the opportunity to meet their child's classroom teacher(s), learn about the grade level curriculum, understand homework expectations and routines, procedures and behavior expectations.
- **Teacher/Paraeducator Qualifications** – LPES parents have the right to request information concerning the professional qualifications of their child's teacher and qualifications of classroom paraeducators. (ESSA Requirement)
- **Parent Conferences** – LPES will offer parents the opportunity to participate in a parent-teacher conference, at least annually (**October 10, 2023**), during which the School-Family-Student Learning Compact will be discussed as it relates to the child's achievement. (ESSA Requirement)
- **Assessment Information Meeting for Parents (February 24, 2023)** Information regarding MCAP will be shared with families and will be directly connected to SMCPS reading and math curriculum.
- **Community Organizations:** Representatives of community agencies are invited to school to speak with families so that they are aware of support services in the community. The Center for Children, Walden-Sierra and Tri-County Youth Services Bureau all provide mental health services on site at LPES. We have established partnerships with the Bay District Fire Department and Lexington Park Volunteer Rescue Squad. We have a formal partnership with the Patuxent River Naval Air Station and we have many Navy volunteers who mentor our students.. We have an ongoing partnership with our local United Way organization who supplied snack-sacs for our most disadvantaged

families throughout the school year. In addition, we received support from St. Mary's Caring and St. Matthews Pentecostal Church who provide groceries each week for approximately 40 families.

- **Awards Assemblies** – Parents are invited to quarterly assemblies where students are recognized for Academic Improvement, Good Citizenship, and Excellent Attendance.
- **Schoolwide Reading Incentive Program** – Students will be required to read at school and at home. They will keep a record of their reading. Upon completion of an established goal, students will participate in monthly, quarterly, and end-of-year celebrations.

Goal 2: PARENTING - Schools and communities will work together to support families' parenting skills and activities that prepare young children for school and promote ongoing achievement. School activities may include:

- **Parent Workshops** During the 2023-2024 school year, LPES will continue to offer both in-person and virtual workshops to accommodate family preferences. Since literacy continues to be a main area of focus, we will conduct two Literacy Parent Workshops (**Oct. 12, 2023, and March 21, 2024**), where families will engage in literacy activities with their children and learn about literacy curriculum expectations and how these expectations are reflected in SMCPS assessments and MCAP. We will use “parent-friendly” language to review strategies that parents can use while working with their children at home. Each family who attends will take home a book and their code for the IRLA eLibrary. LPES will also offer two Math Parent trainings (**January 25, 2024 & April 25, 2024**) where families will learn how to support their child's math achievement and understand the expectations of SMCPS assessments and MCAP. Each family who attends will receive math resources to take home. On **April 26, 2024** we will host our Family Fun & Fitness Night where families learn about wellness techniques and participate in a variety of fitness activities. Additionally, we may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, bullying, internet safety, nutrition and health, and child and adolescent development during the day. We will be inviting community organizations to these activities to enhance communication between the community, school, and families. Pre-K parents are invited to attend monthly meetings focused on nutrition activities paired with literacy. They are able to take home ideas for nutritious snacks and a book for their child.
- **Conveying Title I Information** At Open House, parent/teacher conferences, Back to School Night, music concerts and Literacy and Math events we will inform parents of our school's participation in the Title I program. At **Back to School Night on September 28, 2023**, we will provide them with a description of the goals and support provided by Title I, and the right of parents to be involved. Additionally, our school's brochure provides information about our participation in the Title I program.
- **Parent Support** The Family Engagement Paraeducator, Community Schools Coordinator, and School Counselor will work collaboratively with parents to facilitate attendance to parent events. Meeting times for parent events will occur using a varying schedule to accommodate work hours and parent schedules.
- **Home Visits** – Home visits will be scheduled when there is a significant concern about absenteeism. Students with absenteeism concerns will be carefully monitored and supported both in our school Attendance Club and at home through home visits. When behavioral and/or academic concerns are evident and parents cannot be engaged through other means, a home visit will be conducted.
- **Parent Satisfaction Survey** – LPES shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement program in improving the academic quality of the school, including identifying barriers to greater participation by parents. (ESSA Requirement)
- **Puberty Programs** – Mother/Daughter and Father/Son programs are offered to families of fifth grade students in the spring (Dates TBD), as part of the science curriculum to provide accurate information regarding puberty and physical changes.

Goal 3: STUDENT LEARNING - Families will support academic achievement at home by reading with children, helping them with homework, and engaging them in educational activities. School activities may include:

- **Home-School Compact** LPES will develop, in collaboration with parents, a School-Family-Student Learning Compact, that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. (ESSA Requirement)
- **Parent Workshops** LPES will conduct two Literacy Parent Trainings (**Oct. 12, 2023, and March 21, 2024**), where families will engage in literacy activities with their children and learn about literacy curriculum expectations. We will use “parent-friendly” language to review strategies that parents can use while working with their children at home. Each child who attends will receive a book to take home. Each grade level will also offer two Math Parent Trainings (**January 25, 2024 & April 25, 2024**) to support families in helping their child learn mathematics. Each child who attends will receive a math manipulatives to take home. We may hold workshops and sponsor speakers that address parenting and child-rearing skills, behavior management, gang and drug awareness, internet safety, nutrition and health, and child and adolescent development during our Literacy and Math Evenings. We will be inviting community organizations to these activities to enhance communication between the community, school, and families. Pre-K parents are invited to attend monthly meetings focused on nutrition activities paired with literacy. They are able to take home ideas for nutritious snacks and a book for their child. Building upon the positive support of home and community partnerships and the Responsive Schools network, LPES will provide leadership that will instill in our students set of social and emotional competencies (ie cooperation, assertiveness, responsibility, empathy, and self-control) and a set of academic competencies (ie academic mindset, perseverance, learning strategies, and academic behaviors).
- **Parent Conferences** – LPES will offer parents the opportunity to participate in a parent-teacher conference, on **October 9, 2023** during which the School-Family-Student Learning Compact will be reviewed as it relates to the child’s achievement. (ESSA Requirement).

Goal 4: VOLUNTEERISM - Parents and community members will volunteer in support of school improvement and student success. School activities will include:

- **Volunteer Solicitation** – Parents will be notified of the procedures for volunteering at LPES at the beginning of the school year at **Back to School Night (9/28/23, Parent/Teacher Conferences (10/9/23) and Literacy Night (10/12/23)**.
- **Volunteer Log** – LPES will maintain a volunteer log that will be updated annually.
- **Volunteer Training** – LPES will provide training and support to ensure volunteers participate in a meaningful capacity that supports school improvement goals. This training, held both in person and virtually, is scheduled for **Thursday, September 28, 2023**.
- **Volunteer Recognition** – LPES will express volunteer appreciation to recognize school volunteers throughout the year and at an end-of year breakfast on **May 31, 2024**.
- **Volunteers for PBIS Activities** – Families will be invited to join in the celebration of student positive behavior.

Goal 5: SCHOOL DECISION MAKING - Parents, schools, and community members will collaborate on educational decisions that affect children, families, and school improvement.

School activities may include:

- **School Improvement Team** Parents will be invited to participate in the bi-annual School Improvement Team meetings (**November 16, 2023 and April 20, 2024**) including Title I school budget planning and decision-making (**May 1, 2024**). (ESSA Requirement)

- **Information Sessions** Parents will be provided with quarterly family engagement sessions on various areas of the curriculum, program and resources, (ie new math or reading resources, Maryland College and Career Ready standards and accountability testing, as outlined in federal requirements and guidelines under Title I, Title III, and IDEA at times and places accessible to family and community members as described in Goal 3.
- **School Events** Families will be highly encouraged & supported by all staff members to participate in school events.
- **Parent Involvement Plan** The plan will be posted on the LPES website and reviewed on Literacy Night (**Oct. 12, 2023**)

Goal 6: COMMUNITY COLLABORATION - St. Mary’s County Public School System, including all Title I schools, will strive to collaborate effectively with The Maryland State Department of Education and local community organizations, agencies, and businesses to promote the academic achievement of all students and the success of all schools.

School collaborations and activities may include:

- **Community Organizations:** We participate in the Sheriff’s Department National Night out and the NAACP Back-to-School Fair in August and representatives from our community partners will be invited to school to speak with families so that they are aware of support in the community and to offer resources at our Open House (**August 21, 2023**) and all Panda Nation parent events. The Department of Social Services and Department of Housing will offer assistance with navigating their agencies. The Center for Children provides mental health services on site at LPES.
- **Recognition** - Our school will recognize the support of community/business partners publicly and/or privately the support of community/business partners.
- **Career Day** - The School Counselor will organize community workers and local businesses to present on careers in order to support students in making connections to their daily instruction. Additionally, the School Counselor will also work with grade level teams to embed career awareness/opportunities into their interdisciplinary units of instruction.

***See the attached Lexington Park Elementary Parental Involvement Policy and Calendar.**

Lexington Park Elementary Title I Budget & Coordination and Integration of Federal, State & Local Services

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. (Component 4)

The Title I budget resources are coordinated and braided through the support of the Department of Equity, Engagement, and Early Access to maximize the use of general, Title I, Title II, Title III, Title IV and Kirwin funding as described below.

- Our designation as a Community School and the needs assessment our newly appointed Community Schools Coordinator administers will provide us with valuable information and resources to further strengthen our families, student achievement, and school and community resilience through partnerships and braided services and opportunities.
- The Judy Center Hub at Lexington Park Elementary will continue to provide our families with many resources and opportunities including family engagement activities, play groups, case management, and parenting classes
- Family learning activities, support, services with our family engagement paraeducator, IRTs & administration collaborate to enhance and coordinate parent/community involvement
- Community partners, including but not limited to the United Way, Maryland Food Pantry, St. Mary's Caring Soup Kitchen, and St. Mary's College of Maryland provide services to both our students and their families
- Instructional Resource Teachers provide professional development and support for teachers to address reading and math instructional needs, increase student engagement and motivation, differentiation and teacher content knowledge
- The district Title I Office supports student, staff, parent, and family implementation of Conscious Discipline Self-Regulations Training.
- Literacy and math materials for students to have and use at home are provided by IRT's and content supervisors.
- University of Maryland Extension Services supports the Food Supplement Nutrition Education program which teaches children healthy ways to live and eat.
- The Pre-K Enhancement grant will provide additional paraeducator support for our Pre-K & K students.
- Professional Development is provided using Title I and Kirwan funds for staff to attend regional and national conferences to increase staff content knowledge and skills on equity, standard-based progress monitoring Responsive Classroom, and Conscious Discipline (virtual and in-person).
- Coordination of local and state funds with the Office of Safety & Security provides materials, support and a safety assistant at our school.
- Stipends are offered to staff for participating in professional development outside of the school day.
- Substitutes provide class coverage for teachers to participate in professional development.
- Meaningful and targeted activities are provided to engage families in the instructional program with their children.
- Student activities & field trips provide opportunities to increase real world experiences, student engagement and achievement.
- Student leadership opportunities are made available to 4th & 5th graders to increase student investment in school.