

# **Calvert County Public Schools**

## **2024-2025 St. Leonard Elementary School**

### **Schoolwide Program Plan**

Four Components of a Schoolwide Program ESSA Section 1003

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

## **Schoolwide Program Plan Components**

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

*The schoolwide program plan is developed with the coordination and input from District Supervisors, St. Leonard principal, teacher specialists, Instructional Leadership Team representatives, School Improvement Team representatives, teachers, parents and community partners. The plan outlines the four components of a schoolwide program as prescribed by the Maryland State Department of Education.*

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)].
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 a 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 challenging State academic standards that may include (1114(b)(7)(A)(iii).
3.
  - a. **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).
  - b. **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).
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, and school implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d), 1114(b) (5).

## Comprehensive Needs Assessment

The SLES schoolwide vision is SLES is a strong family-centered community of diverse, life-long learners who set goals and show continuous growth, while feeling loved, safe, and encouraged to excel at anything we do.

The SLES schoolwide mission is to create a learning environment marked by teacher passion, risk-taking, and authentic student engagement where all students feel safe and emotionally supported to exceed academic standards with compassion and without judgement.

St. Leonard Elementary School is in St. Leonard, Maryland, in rural Calvert County. Last school year, the school serviced a diverse racial, socio-economic, disability and geographical background group of 403 students this year. St. Leonard houses Special Prekindergarten, Regional 3-year-old, Special Prekindergarten, Regional 4-year-old, Primary Special Education Regional Kindergarten/Grade 1 and ISLE (Individualized Structured Learning Environment.) Resources are allocated to address the social, emotional, and intellectual needs of these students and plans were put into place to maximize student potential and success. SLES is holding before school tutoring sessions with 70 students attending.

42.2% of students qualified for Free and Reduced Meals Students (FARMS). That is an increase from the previous year with 37.5% of students qualifying.

student potential and success. SLES held before-school tutoring sessions for 35 students that focused on previewing math lessons the students were going to see the next few days.

Attendance last year was 91.9% which was an increase from the previous year of 90.55%. This was because of meetings with our Pupil Personnel Worker and administration to address attendance concerns, home visits, phone calls, and the use of our McKinney Vento specialist and funding to ensure our homeless students were able to continue to attend their home school. Discipline data shows that there was a total of 96 incidents which resulted in 98 referrals for the year. A total of 42 students received these referrals.

In addition, attendance Tiers were created and adopted to provide a system and structure for monitoring student attendance involving teachers, the guidance counselor, the attendance secretary, the Pupil Personnel Worker from the District Office and the administrative team. Below is a chart that shows comparisons between the 2025 and 2024 school years after year one of the attendance tiers implementation.

SLES is a PBIS school and has received the gold award for over a decade. There is an incentive to maintain positive behavior during related arts in which classes receive stars from the resource teachers when the expectations are met. These stars are then totaled at the end of the month and the class that receives the most stars receive an award at the quarterly grade level assemblies. These assemblies address school and bus referral data, review of school expectations, student awards and a focus on being the nice kid.

There is an incentive program during lunch shifts where paws are earned by classes for following expectations. At the end of the month, their paws are added up and an incentive is given to the classes.

SLES received the Sustainable Green School Award from the Maryland Association for Environmental and Outdoor Education during the 2023-2024 school year demonstrating how the staff and students maintain routines to reduce our carbon footprint as a school.

SLES is an Inclusive demonstration site which means that the Maryland Coalition for Inclusive Education recognizes that we support inclusive teaching strategies in our instructional program.

St. Leonard was identified as a Targeted Supports and Interventions (TSI) school from MSDE during the 2018 school year. As math was the greatest area of need this past year, Title I targeted classroom support was provided to grades 2-5 from the Title I staff. An instructional assistant was hired mid-year to provide additional support. To help staff become more familiar with the curriculum that was adopted during virtual learning, several professional development sessions were planned with Curriculum Associates. These sessions were followed up with a planning session with county math supervisors to implement strategies learned during the PD. This allowed time for teachers to plan collaboratively with special education teachers and instructional assistants to ensure academic success.

As a result of that designation, a root cause analysis was done with staff and administration. It was found that targeted small group instruction was not taking place in all classrooms or done effectively. In 2021-2022, SLES focused on ensuring this type of instruction was happening during ELA and math lessons. In the 2022-2023 school year, we continued our growth mindset journey by working with Dr. Tasheka Green on school improvement. She guided us to find our problem of practice with a relentless focus on data while staying low on the ladder of inference. We collected data from surveys, walk throughs and student work. SLES is no longer a TSI school as a result of this work.

Teachers also attended weekly PLCs (Professional Learning Communities) facilitated by the school's dean of students or county supervisors. These PLCs focused on review of schoolwide expectations, review of county curriculum expectations for instruction,

review of walk-through data and feedback, review of surveys and determining an adult problem of practice. Teachers are also given two days back-to-back twice a month to meet collaboratively to plan for instruction and other grade level needs.

Staff are offered a number of professional development opportunities to include training in interventions, LETRS (Language Essentials for Teachers of Reading and Spelling) training, Equity modules created by the county's Equity supervisor and presented by the Equity Liaison, CPI (Crisis Prevention Institute) training, math videos by Susan O'Connell, Learning Focused training and Restorative Practices training as well as iReady professional development videos discussing the updated features of its programs.

Our mission is to create a learning environment marked by teacher passion, risk-taking and reflecting authentic student engagement where all students feel safe and emotionally supported to exceed academic standards with compassion and without judgement.

Our vision is to be a strong family-centered community of diverse, life-long learners who set goals and show continuous growth while feeling loved, safe and encouraged to excel at anything we do.

## **Comprehensive Needs Assessment**

### **Reading Data**

**90-Day School Goal: iReady Diagnostic data summary**

**Team Goals/Objectives: The number of students in Green will increase to 50-69% by the EOY iReady Reading Growth administration. Grade Level Teams will collaborate to set goals to increase the number of students working in grade level content as measured by the EOY iReady Diagnostic for reading.**

**90-Day Check Point Date: Winter iReady Diagnostic Growth administration**

#### **Summary of Reading Data**

The SLES assessment data included multiple data points for the 2023-2024 school year. This data includes MAP Reading strands of Foundational Skills, Language & Writing with Literary Text, Language & Writing with Informational Text and Vocabulary. It also includes the use of Lexia Core5 by grade level. This is an online program that provides students with a daily opportunity to practice reading and spelling skills. Targeted literacy interventions were consistently provided for students identified as intensive. The Fall administration of the iReady diagnostic will determine student strengths and areas for improvement for the upcoming school year. Our students struggle to fluently read and comprehend complex text and show mastery of standards as the rigor increases.

Take away from MCAP:

Many students were not proficient in writing for grades 3-5 across the state, district and school.

Grade 3 Strengths: RF 3.3, RL 3.1, RI 3.7

Grade 4 Strengths:RI/RL 4.9; RI 4.7, RL 4.3, WC

Grade 5 Strengths: RL 5.1, 5.4; RI 5.2, 5.4

Levels of Proficiency at 60% or above by standards

Grade 3(4); Grade 4 (6), Grade 5(6)

Lexia Usage and Performance show a consistent correlation for students meeting usage and grade level performance

Lexia-As of August 1, 2023-63% of students are working on grade level material; As of September 14, 2023-65% of students are working on grade level material

GAN: Title 1

Grades 5,4,3 Math are the most in need of support according to this data

Grades 5 & 2 ELA are the most in need of support according to this data.

ELA - 2 students across all grades scored 100% of the PP.

17 students across all grades scored 80-93% of the PP.

10 students across all grades scored 73-76% of the PP.

Total: 29 students

## **Schoolwide Reform Strategies for Reading**

Provide at least 120-145 minutes of English/Language Arts instruction for grades K-5.

Utilize Ready Reading and Ready Writing curriculum in grades K-5.

Utilize research-based resources/interventions such as SPIRE, Heggerty (Pre-K to 2), Wilson, LiPS and others as needed to address identified needs.

Targeted small group instruction based on progress monitoring data.

Each grade level team will determine, administer and analyze common formative and summative assessments utilizing Ready Reading curriculum.

Utilize goal setting to increase student efficacy and achievement.

Literacy coach to support planning for targeted small groups with individual teachers and teaching pairs.

Focus on ELA best practices during instructional walk-throughs to assess the implementation of targeted strategies and provide feedback to staff.

Utilize the RIS (Reading Interventions and Supports) process and intervention data tracking sheet to identify and progress monitor students requiring Research Based Intervention in response to Ready to Read Act.

Use of Lexia Core5 to provide additional practice and skill mastery.

### **Plan in Response to Data Summary**

The principal will collaborate with the ELA supervisor, ELA teacher specialists, Inclusive Programming Specialist, and PLC teams to identify inclusive practices and instructional best practices strategies. Administration will provide opportunities for the Inclusive programming specialist to guide planning sessions with co-teaching pairs. They will also utilize targeted Inclusive practices and ELA best practices during instructional rounds to assess the implementation of targeted strategies. Administration will provide professional development in inclusive practices, collaborative planning, scaffolding and accelerating instruction, targeted differentiated instruction and ELA best instructional practices. The IEP Facilitator will utilize MAPS I, MAPS II, and Frequent Focused Student Meetings to identify student strengths, weaknesses, and support needs. Classroom teachers will participate in system-wide grade level PLCs as designated. They will also participate in regular school-based PLC to identify areas of needed student growth, reflect and adjust current practices, and refine small group targeted instruction. The Literacy coach supports planning for targeted small groups with individual teachers and teaching pairs. (New teachers-bi-monthly; quarterly all others). The District Supervisor of

Instructional Performance will meet monthly with SLES Administration and other stakeholders to ensure the strategies are being implemented according to the plan.

***Update: Teacher leadership capacity was built through Instructional Leadership Team meetings with teachers. One representative per grade level will be paid through Title I funds.***

## **Comprehensive Needs Assessment Mathematics Data**

### **Summary of Mathematics Data**

The SLES assessment data included multiple data points for the 2022-2023 school year. This data includes MAP Math Quintiles and Proficiency data, Grades 3-5 MCAP Proficiency data and Dreambox Impact data. This is an online program that provides students with a daily opportunity to practice grade level math skills. This year, SLES Title I funds are being allocated to provide My Path for students in place of Dreambox. The Fall administration of iReady will determine student strengths and areas for improvement for the upcoming school year.

### **Schoolwide Reform Strategies for Mathematics**

Provide 60-75 minutes of Mathematics instruction for grades K-5.

Utilize Ready Math curriculum in grades K-5.

Targeted small group instruction based on progress monitoring data.

Administer Ready Math formative and summative assessments.

Utilize goal setting to increase student efficacy and achievement.

Focus on Math best practices during instructional walk-throughs to assess the implementation of targeted strategies and provide feedback to staff.

Each grade level team will determine, administer and analyze common formative and summative assessments utilizing Ready Math curriculum.



Use of My Path to provide additional practice and skill mastery.

### **Plan in Response to Data Summary**

The principal will collaborate with the Math supervisor, Math teacher specialists, Inclusive Programming Specialist, and PLC teams to identify inclusive practices and instructional best practices strategies. Administration will utilize targeted Inclusive practices and Math best practices during instructional rounds to assess the implementation of targeted strategies. They will also provide professional development in the area of inclusive practices, collaborative planning, scaffolding instruction, targeted differentiated instruction and Math best instructional practices. Administration will utilize Instructional Assistants to provide accelerated targeted instruction to identified group utilizing rapid result goals. The IEP facilitator will utilize MAPS I, MAPS II, and Frequent Focused Student Meetings to identify student strengths, weaknesses, and support needs. Classroom teachers will analyze formative and informative data to identify Math targeted instruction groupings and goals. Classroom teachers will also utilize individual Student Data and Goal Setting Form to monitor student growth and goal setting. The District Supervisor of Instructional Performance will meet monthly with SLES Administration and other stakeholders to ensure the strategies are being implemented according to the plan.

***Update: Teacher leadership capacity was built through Instructional Leadership Team meetings with teachers. One representative per grade level will be paid through Title I funds.***

## **Comprehensive Needs Assessment**

### **Culture and Climate Data**

#### **Summary of Culture and Climate Data**

We surveyed our parents this past Spring and following is a summary of those results. They show the overall satisfaction families have with our school and they agree that SLES SHOULD transition to a schoolwide Title I program.

#### **Strengths of SLES students, teachers, school, families and community:**

Study sessions before and after school, communication, perseverance, positivity, goal setting, teamwork, learning from one another, knowledgeable and caring staff, supportive families, ambition, drive, excellence, community focus, students' school pride, readily

answer questions and share information, meeting the needs of all learners, safe, inclusion, diverse student body, strong music/arts, and compassion.

**Needs of SLES students, teachers, school, families and community:**

More education for students to build awareness of with special needs, class for non IEP students to understand similarities/differences between them and students with IEP's, after school family events, consequences for poor behavior, in school events for the students, increased diversity, policy enforcement, better safety protocols, anti-bullying, academic focus vs social distractions, adaptive learning styles, more staff, more support from the BOE, more parent involvement, open gym after school, share information about expectations for awards and how students get them, technology, more classroom resources, funding, volunteers, bilingual and family supports, teacher support in the classroom, PE daily, nutritious lunches and more parent/teacher conferences.

**Review of draft of SLES vision statement:**

*Our vision is for SLES to be a community of diverse, life-long learners who set goals and show continuous academic growth while feeling loved and safe.*

Community of diverse, insert well-balanced

Feeling loved and safe, insert while showing respect to everyone.

Feeling loved and safe, insert and encouraged to excel at anything we do

SLES is to a, insert strong family-centered

**Review of draft mission statement:**

*Our mission is to create a learning environment marked by teacher passion, risk taking, and reflecting authentic student engagement where all students are safe and emotionally supported in order to meet and exceed academic standards.*

Add well balanced member of society and instill a desire to learn

Add recognition of different learning styles and abilities

Take out risk-taking

Revise last sentence, in order to exceed academic standards with compassion and without judgement.

Change where all students are safe to feel safe

**Additional Supports needed for students, families and teachers:**

More visible PTO, after school programs, increase use of technology and increase technical literacy of teachers, more family events, behavioral support, emotional support for staff and students, potty training support and better playground.

**Previous experiences:**

Other daughter loved it, great teachers, everything is amazing-I went there when I was younger, pleased with environment, encouraging teachers, all of teachers have been very communicative, always find a way to help children learn, chaperone, volunteer, Title I was amazing this year and wonderfully engaging Title I support system.

**Agree SLES should be a School Wide Title I school:**

23 out of 24

**Title I Family this school year:**

8 out of 24

Overall, the staff agrees that SLES should become a schoolwide Title I program. They feel they do not know all the details about how this will work or what it will look like. So, we will be building staff capacity in August during the pre-service days provided by the LEA to be as transparent as possible with this process. We will take into account suggestions, questions and concerns as we transition from not only staff, but parents and students as well, so that the schoolwide program at SLES results in success in school and at home.

**Schoolwide Reform Strategies for Culture and Climate**

Provide multiple opportunities for parental input into school-based decisions.

Continue to participate in the Maryland PBIS program.

Support families including the identification of community resources.

Continue to provide opportunities for staff to participate in professional development on equity, access and engagement.

Conduct parent conference with all students including students with disabilities.

Plan and implement Literacy and Math Nights.

Teachers are asked to communicate with five families per week.

### **Plan in Response to Data Summary**

The PBIS Team will continue to provide opportunities for the staff and students to positively focus on behavior choices and emotional well-being. The school counselor along with the school psychologist will play a role in providing additional support for students with specific needs. This impact will help us to maintain our PBIS gold status. Administration will continue to survey families, staff and students to ensure we are meeting expectations of all groups. Administration and staff will continue to receive training from the Equity Liaison to ensure we are identifying and removing barriers for students to become independent learners. Conferences and events with families and students will provide them with insight on how their children are performing on rigorous state academic standards. Teachers and IA's will continue to develop relationships with the students and their families creating a partnership that will equal student success. The District Supervisor of Instructional Performance will meet monthly with SLES Administration and other stakeholders to ensure the strategies are being implemented according to the plan.

### **Parent, Family and Stakeholder Involvement**

St. Leonard Elementary School welcomes input and suggestions from parents and family members to aid in the development of programming that results in well-rounded students. Parents and staff participate in collaborative meetings to review and provide input on the Parent Involvement Plan, School Compact and suggestions for using Parent and Family Engagement (PFE) Funds. These meetings are communicated via school messenger, weekly email communications from the administration and announced during events. All parents are invited to attend the Annual Meeting Open House to raise awareness of Title I services and the requirements in the PFE Plan. Parents, staff and community members are welcome to share ideas and suggestions in a variety of ways such as written evaluations, surveys and during events.

### **Schoolwide Reform Strategies for Parent, Family and Stakeholder Engagement**

- SLES School/Family Compact will be sent home on paper and shared electronically via email.

- Feedback will be gathered through the SANE process, meetings, family nights and direct feedback.
- We will collaborate with the ESOL program coordinator to ensure our ESOL families receive all information in their preferred language.
- SLES parents will be reminded they have the right to request information concerning the professional qualifications of their child's teacher and qualifications of paraprofessionals (ESSA Section 1003).
- SLES parents will be offered the opportunity to participate in parent-teacher conferences in the Fall of 2022. Families will have additional opportunities to conference throughout the school year as needed.
- SLES families will be invited to attend Family Nights that will assist with helping their children meet the state academic standards. Meeting times may vary to help accommodate differing family needs.
- The Pupil Personnel Worker (PPW) will work collaboratively with the school counselor and Assistant Principal to schedule home visits with families to continue to provide support with attendance and connect parents with resources.
- There will be an annual evaluation of the content and effectiveness of the PFE Plan in improving the academic quality of the school, including identifying barriers to greater parent participation.
- SLES will continue to encourage parents to volunteer by using the Keepin' Track volunteer system found on the Calvert County Public Schools website. A list of approved volunteers will be maintained in the office.
- Families will be invited to participate in the regularly scheduled School Improvement Team meetings, including Title I School budget planning and decision making.
- SLES Administration will continue to recruit and retain certificated or credentialed staff that reflects and values diversity of the population the schools serves.

## **Coordination and Integration of Federal, State and Local Services and Programs**

The Title I budget resources are coordinated and integrated as described below:

### **FEDERAL:**

- ESSER I, II and III funding from the Coronavirus Aid, Relief, and Economic Security Act (CARES Act, March 2020) supports professional development, materials of instruction, equipment, contracted services, elementary summer school and extended day tutoring for elementary students.

**STATE:**

- Families will be able to access the Maryland Diaper Bank through the Judy Center at PAC.
- The Judy Center Early Learning Hub supports families from birth to 5 years old with family support and school readiness activities.

State, local and Title I funds support the McKinney Vento Homeless liaison that works with public school families experiencing homelessness in Calvert County.

**LOCAL:**

- The Calvert County Health Department collaborates with the Calvert County Public Schools on all health matters especially with Covid vaccines and safety regulations. They work directly with the school nurses on Covid cases and have provided testing machines for each school building for nurses to utilize.
- Calvert Health has purchased a Mobile Health Center which travels to under-served areas of the community to bring essential primary care services, dental, prevention and wellness programs to residents who may not have easy access to traditional health care.
- Calvert County Behavioral Health launched in 2021 a Calvert Crisis Response, a comprehensive mobile crisis team available twenty-four hours a day, seven days a week, to provide immediate, onsite crisis intervention and debriefing services.
- Local churches collaborate to fill “Heart Backpacks” that go home with students each week full of nonperishable items and fresh fruits and vegetables.
- The End Hunger Center at Chesapeake Church is the premier food bank in Calvert County that supplies families with food insecurity food and supplies all smaller food banks and churches with free food for families.
- SLES ILT and SIT will meet regularly to plan and coordinate parent/community engagement activities and events.
- Community partnerships including, but not limited to, the Calvert County Public Library, Christ Church, the St. Leonard Volunteer Fire Department and the Calvert County Health Department to provide services and resources for families.

- Calvert County Public Schools (CCPS) content supervisors provide professional development and support for teachers to address reading and math instructional needs, increase student engagement and motivation, differentiation and teacher content knowledge.
- Professional Development is provided by using Title I funds for staff to attend regional and national conferences to increase staff content knowledge and understanding of attending to the needs of the whole child.
- Pay is offered to staff using the guidelines from CCPS Finance Office to plan and implement parent and family engagement training sessions and activities outside their duty day.
- Pay is budgeted for staff to participate in professional development outside of the duty day.
- Substitutes are budgeted to provide class coverage for teacher collaboration and participation in professional development during the school day.
- Field trips to Calvert County CHESPAX locations increase real world experiences and student awareness of community and county resources.

Literacy and math games/materials for students to borrow for at home use are provided to check out before the start of the school day, at school and family events and upon request.