

**St. Mary's County Public Schools**  
**2025 - 2026**

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

**School:** Lexington Park Elementary

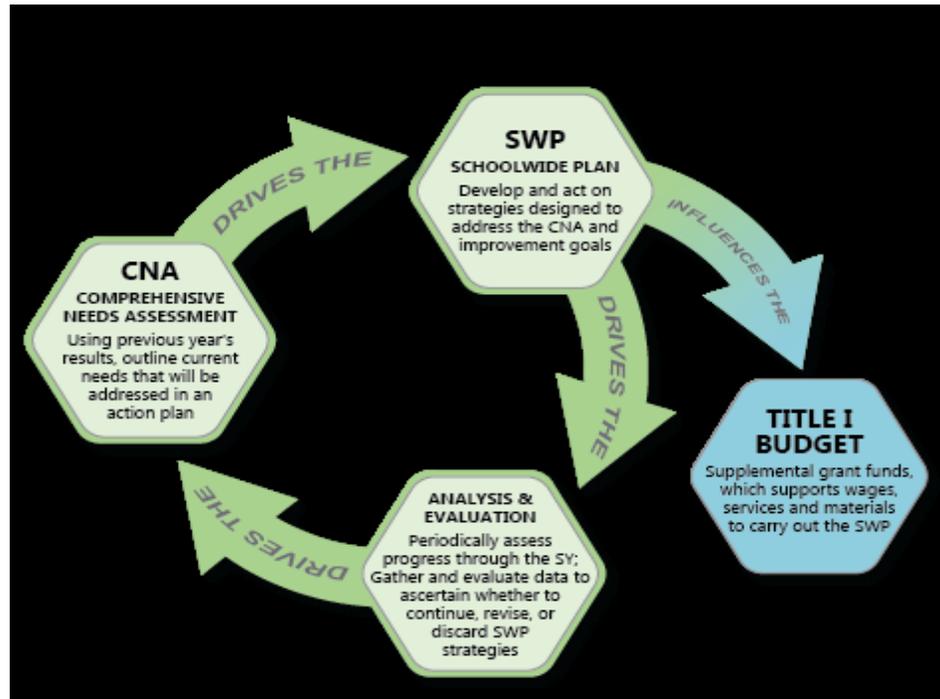
*Please note: Some Title I and other collaborative meetings will be held both in-person and virtually to accommodate telework status and parental, caregiver, and stakeholder preference. Electronic signatures on sign-in sheets will be accepted.*

## 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.*

<b>Schoolwide Program Plan Components</b> [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>	
<b>1. Comprehensive Needs Assessment</b> 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)]	<b>Reading pgs.</b> <b>5-21</b> <b>Math</b> <b>Pgs.</b> <b>21-30</b> <b>CC</b> <b>Pgs.</b> <b>31-41</b>
<b>2. Schoolwide Reform Strategies</b> 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).	<b>Reading</b> <b>Pgs.</b> <b>19-21</b>  <b>Math</b> <b>Pgs.</b> <b>29-30</b>  <b>CC Pgs. 40-41</b>
<b>3A. Parent, Family and Stakeholder Involvement</b> - 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>3B. Strategies to Increase Parent and Family Engagement</b> - Based on the results of the needs assessment, schools must implement <b>evidence-based</b> parent and family engagement strategies. (Section 1116)	<b>Pgs.</b> <b>42-45</b>
<b>4. Coordination and Integration of Federal, State, and local services and programs</b> - 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)	<b>Pgs.</b> <b>45-47</b>



**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 and 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 410 students in grades PK-5, with 100% 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 15% as evidenced by the fact that since mid July, 33 students have transferred into our school and 14 students have transferred out. Our student body is diverse (52% African American, 13% Caucasian, 11% Two or More Races, 20% Hispanic, and 2% Asian). The academic data included in the SY 25 & 26 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. Despite these challenges we all worked together to create a robust and engaging year for our students that included:

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

Lexington Park is a Positive Behavior Intervention System (PBIS) School, although referred to as MTSS, 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 supported 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 2024-2025 school year, including DIBELS, IGDI, Bridges fact fluency growth and 2025 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 2024-2025 school year to guide our practices. Assessment data includes information from DIBELS 8 K-5th 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 2024-2025 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 2025-2026 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.

2024-2025 All Grades Status - DIBELS 8th Edition  
 District: St. Mary's County Public Schools School: Lexington Park Elementary

DIBELS® Data System

Grade	Beginning	Middle	End
<b>K</b>	 n=50    24 (48%)    14 (28%)    6 (12%)    6 (12%)	 n=54    25 (46%)    15 (28%)    9 (17%)    5 (9%)	 n=56    25 (45%)    12 (21%)    13 (23%)    6 (11%)
<b>1st</b>	 n=52    19 (37%)    10 (19%)    15 (29%)    8 (15%)	 n=61    31 (51%)    8 (13%)    15 (25%)    7 (11%)	 n=61    24 (39%)    10 (16%)    17 (28%)    10 (16%)
<b>2nd</b>	 n=52    35 (67%)    3 (6%)    6 (12%)    8 (15%)	 n=54    36 (67%)    4 (7%)    6 (11%)    8 (15%)	 n=55    35 (64%)    6 (11%)    5 (9%)    9 (16%)
<b>3rd</b>	 n=55    36 (65%)    3 (5%)    12 (22%)    4 (7%)	 n=58    39 (67%)    4 (7%)    11 (19%)    4 (7%)	 n=58    38 (66%)    4 (7%)    9 (16%)    7 (12%)
<b>4th</b>	 n=60    34 (57%)    9 (15%)    13 (22%)    4 (7%)	 n=61    37 (61%)    7 (11%)    9 (15%)    8 (13%)	 n=63    30 (48%)    15 (24%)    8 (13%)    10 (16%)
<b>5th</b>	 n=60    32 (53%)    10 (17%)    10 (17%)    8 (13%)	 n=59    30 (51%)    11 (19%)    8 (14%)    10 (17%)	 n=62    34 (55%)    4 (6%)    7 (11%)    17 (27%)
<b>6th</b>	No students with data.	No students with data.	No students with data.
<b>All</b>	 n=329    180 (55%)    49 (15%)    62 (19%)    38 (12%)	 n=347    198 (57%)    49 (14%)    58 (17%)    42 (12%)	 n=355    186 (52%)    51 (14%)    59 (17%)    59 (17%)

Legend n = Number of Students    Intensive Support    Strategic Support    Core Support    Core^ Support  
 Results Based On DIBELS 8 Composite Score

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	<b>Root Causes:</b> *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 socioeconomic factors *Need for better communication regarding the curricular expectations between home/school

### DIBELS DATA CHART & ANALYSIS

Reading	DIBELS End-of-Year	Kindergarten: 56 Students  I 45% S 12% C 23% C+ 11%	Oral Reading Fluency  Intensive: 25/56 students  10/25 (40%) AA  16/25 (64%) ED  7/25 (28%) Sp Ed	<b>Factors:</b> *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  <b>Root Causes:</b> *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 socioeconomic 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 <sup>st</sup> grade: 61 Students	Oral Reading Fluency	<b>Factors:</b>

		<p>I 39%</p> <p>S 16%</p> <p>C 28%</p> <p>C+ 16%</p>	<p>Intensive: 24 students</p> <p>9/24 (38%) AA</p> <p>16/24 (67%) ED</p> <p>2/24 (8%) Sp Ed</p>	<p>*Students do not spend adequate time reading at their independent and instructional levels in school and/or at home</p> <p>*Modeling of reading strategies is inconsistent</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><b>Root Causes:</b></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 socioeconomic 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 needs, implemented consistently, and monitored carefully</p> <p>*High mobility creates learning gaps for students</p>
Reading	DIBELS End-of-Year	<p>2<sup>nd</sup> grade: 55 Students</p> <p>I 64%</p> <p>S 11%</p> <p>C 9%</p> <p>C+ 16%</p>	<p>Oral Reading Fluency</p> <p>Intensive: 35 students</p> <p>13/35 (37%) AA</p> <p>26 (74%) ED</p> <p>4 (11%) SpEd</p>	<p><b>Factors:</b></p> <p>*Need for student differentiation in independent work to more closely align with the demands of MCAP</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 an independent reading level</p> <p>*Interventions, including Foundations, need to be selected based on need, implemented consistently, and monitored carefully</p> <p><b>Root Causes:</b></p> <p>*Need for additional professional development for teachers to accurately level students, 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>

				*High mobility creates learning gaps for students
Reading	DIBELS End-of-Year	3 <sup>rd</sup> grade: 58 Students  I 66%  S 7%  C 16%  C+ 12%	Oral Reading Fluency  Intensive: 38 students  20/38 (53%) AA  32/38 (84%) ED  11/38 (29%) SWD	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>*Need for student differentiation in independent work to more closely align with MCAP</li> <li>* Word work and decoding instruction is inconsistently based on IRLA practices and not sufficiently differentiated</li> <li>*Need for student discussion to build meaning and teachers to use questions that target higher levels of cognitive demand</li> <li>*Need for implementation of strategies to enhance student engagement</li> <li>*Insufficient time spent reading at independent reading level</li> <li>*Need to increase cognitive demand of instruction and assignments</li> </ul> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>*Need for additional professional development for teachers to accurately level students and identify and target strengths and weaknesses to determine appropriate interventions</li> <li>*Insufficient time spent reading independently and collaboratively discussing what they've read with peers and the teacher</li> <li>*Need for better communication regarding the curricular expectations between home/school</li> <li>*Limited stamina and resiliency in completing non-preferred and/or difficult tasks</li> <li>*High mobility creates learning gaps for students</li> </ul>
Reading	DIBELS End-of-Year	4 <sup>th</sup> grade: 63 Students  I 48%  S 24%  C 13%	Oral Reading Fluency  Intensive: 30 students  16/30 (53%) AA  24/30 (80%) ED  15/30 (50%) SWD	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>*Need to employ differentiated instruction and independent work to more closely align with MCAP</li> <li>*Need to foster student motivation, stamina, accountability, and recognition in independent reading and seatwork</li> <li>*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</li> <li>*Need to employ strategies to enhance student engagement</li> <li>*Classroom reading conferences need to focus on power goals</li> </ul>

		C+ 16%		<p>*Insufficient time spent reading independently and collaboratively discussing what they've read with peers and the teacher</p> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>*Student mobility rate is high by fifth grade as many students have spent less than two years at LPES</li> <li>*Limited stamina and resiliency in completing non-preferred and/or difficult tasks</li> <li>*Need for better communication between home and school to increase understanding of school expectations</li> <li>*Interventions, including Foundations, Benchmark, Wilson, Imagine Learning, and targeted skills groups, need to be selected based on need, implemented consistently, and monitored continuously</li> <li>*Students also lack proficiency in responding to higher-order questions with support and evidence from the text.</li> </ul>
Reading	DIBELS End-of-Year	<p>5<sup>th</sup> grade: 62 Students</p> <p>I 55%</p> <p>S 6%</p> <p>C 11%</p> <p>C+ 27%</p>	<p>Oral Reading Fluency</p> <p>Intensive: 34 students</p> <p>20/34 (59%) AA</p> <p>28/34 (82%) ED</p> <p>6/34 (17%) SWD</p>	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>*Need to employ differentiated instruction and independent work</li> <li>*Need to foster student motivation, stamina, accountability, &amp; recognition in independent reading and seatwork</li> <li>*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</li> <li>*Need to employ strategies to enhance student engagement</li> <li>*Classroom reading conferences need to focus on power goals</li> <li>*Insufficient time spent reading independently and collaboratively discussing what they've read with peers and the teacher</li> </ul> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>*Student mobility rate is high by fifth grade; approximately many students have spent less than two years at LPES</li> <li>*Limited stamina and resiliency in completing non-preferred and/or difficult tasks</li> <li>*Need for better communication between home and school to increase understanding of school expectations</li> <li>*Interventions, including Benchmark, Wilson, Imagine Learning, and targeted skills groups, need to be selected based on need, implemented consistently, and monitored continuously</li> </ul>

				*Students also lack proficiency in responding to higher-order questions with support and evidence from the text.
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**\*Additionally, the data from 2024/2025 IGDI, Foundations unit assessments, and MCAP provide additional corroborating information about our overall and individual student groups' successes, needs, contributing factors, and root causes.**

**IGDIs Data  
Comparative Analysis  
LPES Pre-Kindergarten Winter/Spring 2024-2025**

The top table compares the average scores for each domain. The remainder compares the percentage of students scoring within each domain for SMCPS, your school's Spring scores, Winter scores, then Spring 2025

**Analysis Summary:**

While the 2024-2025 IGDI 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 2024-2025 school year, except for the importance of implementing Frog Street and Heggarty with fidelity. Three areas of particular concern that require sustained attention are Picture Naming, Rhyming, and Alliteration, where our students performed significantly lower than the SMCPS average.

<b>Spring myIGDIs Data Comparative Analysis LPES Pre-Kindergarten 2024-2025</b>					
The top table compares the average scores for each domain over the past few years. The remainder compares the percentage of students scoring within each myIGDIs domain, and your school's performance for the current school year.					
<b>Average Scores</b>	<b>Picture Naming</b>	<b>Rhyming</b>	<b>Sound ID</b>	<b>WODB</b>	<b>Alliteration</b>
myIGDIs Benchmark	50	50	53	51	52
SMCPS Spring 2025	49.5	49.3	52.5	54.9	49.7
<b>LPES Spring 2025</b>	<b>47.1</b>	<b>47.2</b>	<b>52.1</b>	<b>52.1</b>	<b>48.7</b>
LPES Spring 2024	49	48.5	52.9	55.1	48.8
LPES Spring 2023	47.8	47.9	52.5	52.7	48.1
Class 1- (20 students)	47	46.1	52.8	50.3	49.1

Class 2-(18 students)	47.3	48.2	51.4	53.9	48.3
<b>Picture Naming</b>	<b>Green: Strong Progress Tier 1</b>	<b>Orange: Moderate Progress Cut Range</b>	<b>Red: At-Risk Progress Tier II-III</b>	<b>Gray: Discontinued</b>	<b>Purple: Not Yet Tested</b>
Class 1- (20 students)	45.0%	15.0%	40.0%	0.0%	0.0%
Class 2- (18 students)	16.7%	27.8%	33.3%	22.2%	0.0%
SMCPS Spring 2025 (564 students)	43.4%	29.1%	19.7%	3.4%	4.4%
<b>LPES Spring 2025 (38 students)</b>	<b>31.6%</b>	<b>21.1%</b>	<b>36.8%</b>	<b>10.5%</b>	<b>0.0%</b>
LPES Winter 2025 (38 students)	5.0%	35.0%	42.5%	17.5%	0.0%
LPES Fall 2024 (38 students)	17.5%	35.0%	22.5%	20.0%	5.0%
<b>Rhyming</b>	<b>Green: Strong Progress Tier 1</b>	<b>Orange: Moderate Progress Cut Range</b>	<b>Red: At-Risk Progress Tier II-III</b>	<b>Gray: Discontinued</b>	<b>Purple: Not Yet Tested</b>
Class 1- (20 students)	0.0%	25.0%	70.0%	0.0%	5.0%
Class 2- (18 students)	22.2%	11.1%	33.3%	33.3%	0.0%
SMCPS Spring 2025 (564 students)	41.5%	15.8%	31.4%	6.7%	4.6%
<b>LPES Spring 2025 (38 students)</b>	<b>10.5%</b>	<b>18.4%</b>	<b>52.6%</b>	<b>15.8%</b>	<b>2.6%</b>

LPES Winter 2025 (38 students)	15.0%	15.0%	42.5%	27.5%	0.0%
LPES Fall 2024 (38 students)	2.5%	15.0%	32.5%	45.0%	5.0%
<b>Sound ID</b>	<b>Green: Strong Progress Tier 1</b>	<b>Orange: Moderate Progress Cut Range</b>	<b>Red: At-Risk Progress Tier II-III</b>	<b>Gray: Discontinued</b>	<b>Purple: Not Yet Tested</b>
Class 1- (20 students)	45.0%	20.0%	30.0%	5.0%	0.0%
Class 2- (18 students)	33.3%	22.2%	33.3%	5.6%	5.6%
SMCPS Spring 2025 (564 students)	51.6%	19.5%	19.9%	4.4%	4.6%
<b>LPES Spring 2025 (38 students)</b>	<b>39.5%</b>	<b>21.1%</b>	<b>31.6%</b>	<b>5.3%</b>	<b>2.6%</b>
LPES Winter 2025 (38 students)	42.5%	15.0%	22.5%	17.5%	2.5%
LPES Fall 2024 (38 students)	32.5%	2.5%	22.5%	35.0%	7.5%
<b>WODB</b>	<b>Green: Strong Progress Tier 1</b>	<b>Orange: Moderate Progress Cut Range</b>	<b>Red: At-Risk Progress Tier II-III</b>	<b>Gray: Discontinued</b>	<b>Purple: Not Yet Tested</b>
Class 1- (20 students)	40.0%	15.0%	30.0%	15.0%	0.0%
Class 2- (18 students)	50.0%	16.7%	11.1%	16.7%	5.6%

SMCPS Spring 2025 (564 students)	65.2%	6.9%	12.8%	10.6%	4.4%
<b>LPES Spring 2025 (38 students)</b>	<b>44.7%</b>	<b>15.8%</b>	<b>21.1%</b>	<b>15.8%</b>	<b>2.6%</b>
LPES Winter 2025 (38 students)	37.5%	12.5%	20.0%	27.5%	2.5%
LPES Fall 2024 (38 students)	12.5%	10.0%	17.5%	50.0%	10.0%
<b>Alliteration</b>	<b>Green: Strong Progress Tier 1</b>	<b>Orange: Moderate Progress Cut Range</b>	<b>Red: At-Risk Progress Tier II-III</b>	<b>Gray: Discontinued</b>	<b>Purple: Not Yet Tested</b>
Class 1-(20 students)	15.0%	35.0%	50.0%	0.0%	0.0%
Class 2- (18 students)	11.1%	16.7%	55.6%	11.1%	5.6%
SMCPS Spring 2025 (564 students)	20.7%	35.3%	34.2%	4.6%	5.1%
<b>LPES Spring 2025 (38 students)</b>	<b>13.2%</b>	<b>26.3%</b>	<b>52.6%</b>	<b>5.3%</b>	<b>2.6%</b>
LPES Winter 2025 (38 students)	5.0%	15.0%	62.5%	15.0%	2.5%
<b>Important Notes:</b>					
Data may be referenced at <a href="http://www.renaissance.com">www.renaissance.com</a> , Login (top right), and click the myIGDIs tab.					
Results for Spring can be found in Performance Matters under Generic (nested). IGDIs is not listed separately, as DIBELS is.					
There is a drop in the Spring Picture Naming benchmark expectation because "Statistical models show that from winter to spring, scores dip on vocabulary. This is consistent with research models showing that the most vocabulary					

growth for these students occurs from Fall to Winter and slows from Winter to Spring."

[IGDIs Benchmark Scores SY2025](#)

### 2024-2025 MCAP MCAP Analysis

Our Leadership Team reviewed and discussed the 2025 MCAP data. Our students consistently perform lower than other students in SMCPS and the state. These 2024 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 2024 ELA & math scores in 3rd and 4th grade have improved, our 5th-grade performance declined dramatically, primarily because one of the three fifth-grade teachers resigned right before the school year began. We were unable to secure a full-time teacher until March. We had to rely on a series of substitutes to deliver instruction.

LPES PARCC/MCAP ELA Data % Proficient or Above								
	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025
3rd	11.50%	14.08%	16.70%	16.67%	12.50%	19%	21.8%	17.54%
4th	47.50%	50.39%	54.60%	53.27%	22.20%	29%	31.2%	32.26%
5th	48.60%	53.10%	54.80%	54.63%	48.90%	33%	12.1%	36.07%

**LPES 3rd Grade ELA MCAP Disaggregated Data**

	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<b>ED</b>	25.53%	61.70%	12.77%	0.00%
<b>SWD</b>	37.50%	62.50%	0.00%	0.00%
<b>ELL</b>	25.00%	50.00%	25.00%	0.00%
<b>Hispanic</b>	30.00%	50.00%	20.00%	0.00%
<b>Caucasian</b>	20.00%	40.00%	40.00%	0.00%
<b>AA</b>	17.65%	64.71%	17.65%	0.00%

**LPES 4th Grade ELA MCAP Disaggregated Data**

	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<b>ED</b>	17.78%	51.11%	28.89%	2.22%
<b>SWD</b>	37.50%	56.25%	6.25%	0.00%
<b>ELL</b>	11.11%	55.56%	33.33%	0.00%
<b>Hispanic</b>	10.00%	50.00%	40.00%	0.00%
<b>Caucasian</b>	9.09%	63.64%	18.18%	9.09%
<b>AA</b>	20.59%	50.00%	26.47%	2.94%

<b>LPES 5th Grade ELA MCAP Disaggregated Data</b>				
	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<b>ED</b>	17.39%	58.70%	23.91%	0.00%
<b>SWD</b>	30.00%	40.00%	30.00%	0.00%
<b>ELL</b>	42.86%	57.14%	0.00%	0.00%
<b>Hispanic</b>	20.00%	80.00%	0.00%	0.00%
<b>Caucasian</b>	0.00%	0.00%	66.67%	33.33%
<b>AA</b>	19.44%	44.44%	36.11%	0.00%



### **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 in grades K-2. Our disaggregated data supports this decision, especially in our ED, SWD, and ESOL groups. Phonics instruction poses a problem for our growing population of ESOL students since they all speak Spanish, and the phonics rules in English can be very confusing for our ESOL students. This year, in addition to our reading curriculum, Benchmark Advance and Foundations, we will continue to implement flex grouping and the LETRS framework to support our struggling students better. 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 using the Science of Reading practices, including Fun and Focus, to teach and reinforce sound and spelling patterns. These will be used in conjunction with the phonics lesson plan instruction in grades K-3 and Phonics for Reading in grades 4 and 5. Phonics for Reading will address skill deficits, review the six syllable types, and provide students with practice in encoding and decoding. 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 additional support with the REWARDS intervention. Additional research-based interventions will be used as needed. Intervention and classroom data will be reviewed monthly in grade-level data meetings. This includes examining DIBELS progress monitoring (K-5). Additionally, data from Foundations and Benchmark 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 their benchmark. This will be 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 core practices and their interdisciplinary tasks/units that mirror the demands of the county assessments and MCAP.
- Provide consistent and differentiated small-group instruction and independent work during the literacy block.
- Utilize best practices in small group 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 with supporting activities.
- Recognize and celebrate students' reading progress through incentives and quarterly.
- Administer Benchmark's interim assessments to monitor student progress
- Provide frequent authentic writing experiences that lead students to write to source and make meaningful use of content knowledge

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

**LPES Reading/Language Arts MCAP Goal:**

- **5 percentage points** progress toward achieving the established ELA growth metric on the 2025 Spring MCAP. Refer to tables on pgs 13-14 for 2024 whole school and subgroups ELA scores.

**LPES MCAP ELA 2025 Proficient Scores and Goal**

	2024 Scores			2025 Goal		
Grade	3rd	4th	5th	3rd	4th	5th
Overall	21.8%	31.2%	12.1%	26.8%	36.2%	17.1%

**2024-2025 LPES Reading/Language Arts OBJECTIVE:**

**Decrease** the percentage of students scoring Intensive on the **2026 DIBELS EOY** Assessment at each grade level K-5 by at least **5 percentage points**, compared to the 24-25 scores. (see pages 6-9)

**School-wide Reform Strategies for Literacy (Component 2)**

Strategies/Activities	Person(s) Responsible	Timeline
*Provide 135 minutes of Tier I and Tier II Language Arts instruction (at least 90 uninterrupted minutes), following the SMCPS Literacy block guidelines and using the Benchmark Advance curriculum. K-5	Classroom teachers Special Education Teachers IRTs	August 2025- June 2026
*Implement daily integrated Heggerty & Foundations for phonemic awareness, phonics, and word work skills.	Pre-K-3 Classroom Teachers, SpEd Teachers Paraeducators IRTs	August 2025- June 2026
Implement and monitor appropriate intervention schedules to address identified needs – Heggerty, Foundations, Read Naturally, Road to the Code, and Wilson.	K-5 Classroom Teachers SpEd Teachers IRTs	August 2025- June 2026

<p>Deliver strategic, explicit, research-based vocabulary instruction in Benchmark Advance in grades K-5.</p> <p>Implement SMCPS Elementary Benchmark Advance ELA Curriculum enhanced with STEM/STEAM activities &amp; integrated units.</p>	<p>K-5 Classroom Teachers IRTs</p> <p>K-5 Classroom Teachers IRTs Administration</p>	<p>August 2025- June 2026</p> <p>August 2025- June 2026</p>
<p>Provide family workshops and materials for parents to build capacity in reading strategies to use with their students at home.</p>	<p>K-5 Classroom Teachers SpEd Teachers IRTs Administration</p>	<p>August 2025- June 2026</p>
<p>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.</p>	<p>K-5 Classroom Teachers SpEd Teachers IRTs Administration</p>	<p>August 2025- June 2026</p>
<p>Provide hands-on instruction materials, including decodable texts and trade books from Power Readers, Foundations, and other SMCPS-approved classroom supplies, as identified to support direct instruction and interdisciplinary units and strategies to improve reading and performance in support of identified ELA goals and strategies.</p>	<p>K-5 Classroom teachers SpEd Teachers IRTs</p>	<p>August 2025- June 2026</p>
<p>What evaluation method/s will be used to determine the effectiveness of each strategy/ activity listed above?</p> <ul style="list-style-type: none"> <li>All students who demonstrate deficits in reading will receive the appropriate small group intervention, which will be administered with true fidelity. They will be assessed every two weeks to review progress, determine the appropriateness of the intervention, and, if needed, choose and implement a different intervention.</li> </ul>		

- 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 Benchmark ELA assessments for students in grades K-5 will be used to measure the effectiveness of Tier I instruction and any interventions being used.

### Summary of Math Data

The reported mid-year data for grades K-5 was from the January 2025 Bridges Number Corner Check-Up Two is listed below. The threshold for meeting the mid-year goal was scoring at 60% or greater. The data showed that 60% 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 % of Student Not Meeting the Standard	2025 MCAP Data	Factors Contributing to the Factors & Root Causes
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K	Aggregate: 68% - AA: 58% - H: 18% - ED: 18% - SWD: 18%	N/A	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>*Lack of preschool experience</li> <li>*Lack of mathematical experiences</li> <li>*Lack of learning materials at home</li> </ul> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>*Lack of school readiness</li> <li>*Lack of mathematical materials and manipulatives at home</li> <li>*Low Socio-Economic status</li> <li>*Need for better communication regarding the curricular expectations between home/school</li> </ul>
1	Aggregate: 51% - AA: 55% - H: 35% - ED: 68% - SWD: 3%	N/A	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>*Need for greater differentiated instruction and intervention</li> <li>*Need for class work and formative assessments that more closely mirror the demands and format of the benchmark and MCAP assessments</li> </ul> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>*Insufficient professional development for math instructional best practices for instructional staff</li> <li>*Lack of reading stamina and resiliency in completing difficult tasks</li> <li>*Lack of parent understanding of school expectations and better communication between home and school</li> </ul>
2	Aggregate: 84% - AA: 49% - H: 21% - ED: 77% - SWD: 11%	N/A	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>*Inconsistent implementation of math curriculum &amp; mathematical practices</li> <li>*Need for differentiated instruction and intervention</li> <li>*Need for class work and formative assessments that more closely mirror the demands &amp; format of the benchmark and MCAP assessments</li> </ul> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>*Insufficient professional development for math instructional best practices for instructional staff</li> <li>*Lack of reading stamina and resiliency in completing difficult tasks</li> </ul>

			*Lack of parent understanding of school expectations and better communication between home and school
3	Aggregate: 91% - AA: 76% - H: 17% - ED: 87% - SWD: 17%	See chart below	<b>Factors:</b> *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  <b>Root Causes:</b> *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
4	Aggregate: 95% - AA: 53% - H: 18% - ED: 80% - SWD: 28%	See chart below	<b>Factors:</b> *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  <b>Root Causes:</b> *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
5	Aggregate: 92% - AA: 57% - H: 21% - ED: 81% - SWD: 14%	See chart below	<b>Factors:</b> *One class had a non-certificated teacher and one class had a variety of substitutes from August through February *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><b>Root Causes:</b></p> <ul style="list-style-type: none"><li>*Insufficient professional development for math instructional best practices for instructional staff</li><li>*Lack of reading stamina and resiliency in completing difficult tasks</li><li>*Lack of parent understanding of school expectations and better communication between home &amp; school</li></ul>
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**2024 - 2025 Math MCAP Analysis**

<b>3rd Grade Composite Score</b>	<b>4th Grade Composite Score</b>	<b>5th Grade Composite Score</b>
10.53%	9.52%	16.39%

**LPES 3rd Grade Math MCAP Disaggregated Data**

	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<b>ED</b>	57.45%	38.30%	4.26%	0.00%
<b>SWD</b>	62.50%	37.50%	0.00%	0.00%
<b>ELL</b>	50.00%	25.00%	25.00%	0.00%
<b>Hispanic</b>	50.00%	30.00%	20.00%	0.00%
<b>Caucasian</b>	20.00%	40.00%	40.00%	0.00%
<b>AA</b>	61.76%	32.30%	5.88%	0.00%

**LPES 4th Grade Math MCAP Disaggregated Data**

	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<b>ED</b>	46.70%	67.67%	6.67%	0.00%
<b>SWD</b>	93.75%	6.25%	0.00%	0.00%
<b>ELL</b>	50.00%	50.00%	0.00%	0.00%
<b>Hispanic</b>	63.64%	27.27%	9.09%	0.00%
<b>Caucasian</b>	18.18%	63.64%	18.18%	0.00%
<b>AA</b>	50.00%	44.12%	5.88%	0.00%

<b>LPES 5th Grade Math MCAP Disaggregated Data</b>				
	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<b>ED</b>	30%	61%	9%	0%
<b>SWD</b>	40%	60%	0%	0%
<b>ELL</b>	29%	71%	0%	0%
<b>Hispanic</b>	30%	70%	0%	0%
<b>Caucasian</b>	0%	33%	67%	0%
<b>AA</b>	31%	58%	11%	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 teachers to move forward rather than look back. The LPES instructional staff, including our Academic Dean, math liaison, and math Instructional Resource Teachers 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 approved fact fluency activities. There will be guided instruction, co-teaching, and 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 classrooms in need of math co-teaching and targeted interventions, 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 Data Meetings and training will be provided by the Academic Dean, math IRT's, 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 data meetings and at quarterly grade-level unit planning days. Formative and classroom assessment data (including county assessments) will be reviewed to determine instructional effectiveness & evaluate student progress. Based on teacher feedback at data meetings during the 2024-2025 school year, it was determined that non-tenured teachers did not receive enough professional development in mathematics instruction. During the upcoming school year, the Academic Dean, math IRTs 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 greater progress in Mathematics, LPES needs to:

- \*Continue to implement each component of Bridges Math, including Number Corner with integrity, embedding Standards of Mathematical Practice
- \* Provide consistent and differentiated small-group instruction and independent work during the math block.
- \*Ensure daily opportunities for math activities to build computational fluency and discussion to enhance student engagement
- \*Implement word problems and CGIs with strategy sharing in all classrooms (Gr. K-5), as mandated by Bridges and Number Corner
- \*Utilize the unit assessment indicator results to establish co-teaching classrooms, flexible re-teaching & enrichment groups
- \*Identify students in need of math intervention and provide targeted daily intervention as a part of Tier I instruction

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

- **5 percentage points** progress toward achieving the established Math growth metric on the 2025 Spring MCAP. Refer to tables on pgs 21-22 for 2024-2025 whole school and subgroups Math scores.

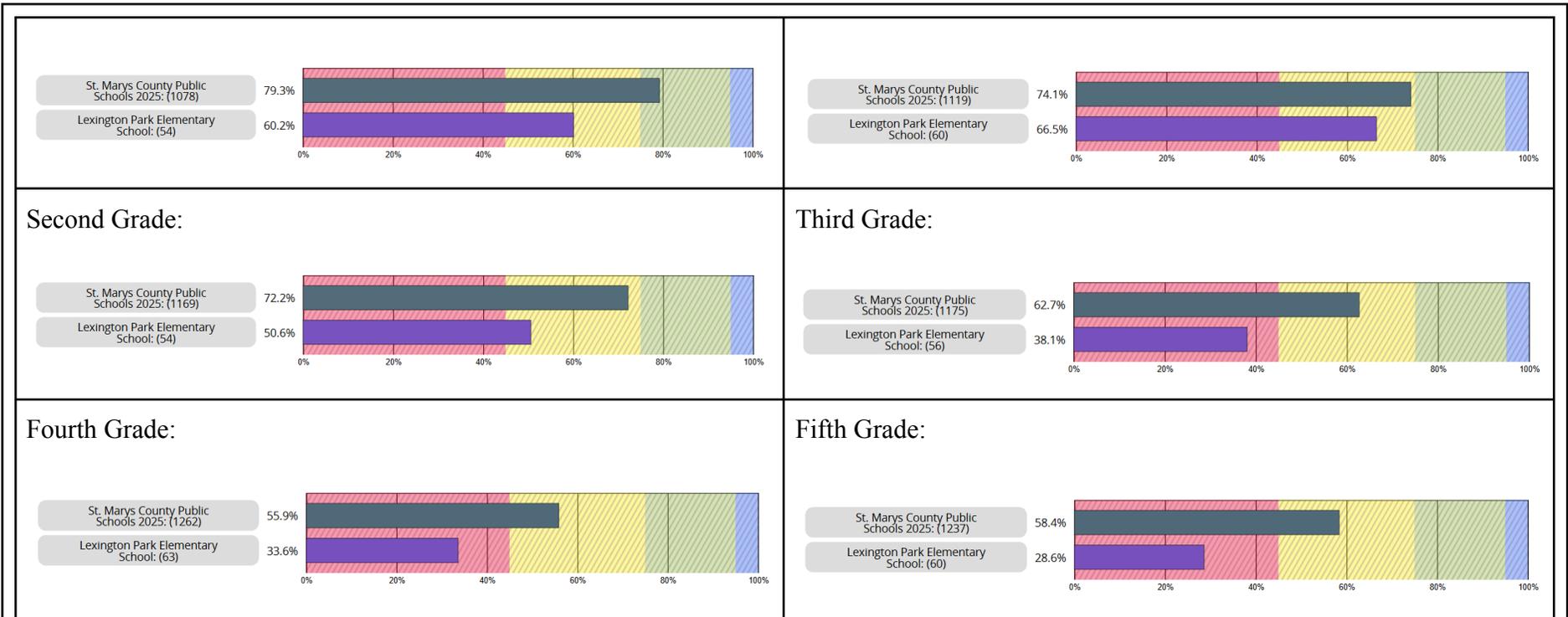
<b>LPES Math 2025 Proficient Scores and Goal</b>						
	2025 Scores			2026 Goal		
Grade	3rd	4th	5th	3rd	4th	5th
<b>Overall</b>	<b>10.53%</b>	<b>9.52%</b>	<b>16.39%</b>	<b>15.53%</b>	<b>14.52%</b>	<b>21.39%</b>

**Mathematics Objective:**

May 2025 Number Corner Checkup 2 scores at or above the system average.

Kindergarten:

First Grade:



**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.
- Use of classroom data to identify classrooms in need of a co-teaching model.
- Math data shared once monthly during data 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 2025 – June 2026
*Implement PCR writing to build students' stamina in supporting their choice of strategies and answers & cooperative groupings to support student engagement, discussion and problem solving	K-5 Classroom teachers SpEd Teachers IRTs	September 2025 - June 2026
*Develop and implement modeling & reasoning instructional activities to imbed in all math classes at all grade levels.	PreK-5 Classroom teachers SpEd Teachers IRTs	September 2025 - June 2026
*Implement Bridges fact fluency component to build computational fluency, gr. K-5	K-5 Classroom teachers SpEd teachers IRTs Para-educators	September 2025 – June 2026
*Use Bridges Intervention Kits with identified students to build fluency with whole numbers & fractions	K-5 Classroom teachers SpEd Teachers IRTs	September 2025 – June 2026
*Use daily formative assessment and Bridges Screeners to guide instructional decisions	K-5 Classroom teachers SpEd Teachers IRTs	

Provide ongoing professional development to build the capacity of teachers in the area of math content knowledge by having teachers participate in Data Mtgs and co-teaching with IRT's.	K-5 Classroom teachers SpEd Teachers IRTs	September 2025 – June 2026
Provide math enrichment opportunities for students through participation in assemblies and performances that integrate interdisciplinary instructional concepts.	K-5 Classroom teachers SpEd Teachers IRTs	September 2025 – June 2026
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.	K-5 Classroom teachers SpEd Teachers IRTs	September 2025 – June 2026
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 2025 – June 2026
<p><b>What evaluation method will be used to determine the effectiveness of each strategy/ activity listed above?</b></p> <p>Formative &amp; classroom assessment data will be reviewed at monthly Data 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 2024-2025:

**Maryland Report Card Analysis:** An analysis of our report card provides us with some very sobering statistics, opportunities for growth and two bright spots. While the points we earned in Academic Achievement are sobering, our greatest concern is that in Academic Progress we only earned 17.2 points. Our plan for improving Academic Achievement is outlined in our School Improvement Plan. Two bright spots in our report card are our progress toward English Language Proficiency and the second one is School Quality and Student Success. 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 deepen our efforts to improve student attendance, which continues to steadily rise. The first rule of success is to show up and since the 2020-2021 school year, our students continue to struggle with regular school attendance. Our School Wide Plan includes specific strategies to improve attendance.



### Lexington Park Elementary 2023 - 2024 School Report Card



Percentile Rank: 11 (Elementary)

Lexington Park Elementary (0804)  
Grade Levels: Elementary  
County: Saint Mary's County

46763 Shangri La Dr  
Lexington Park, MD 20653-1137  
Phone: 301-863-4085

#### 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	5.9	✘	✘
Academic Progress	35.0	17.2	na	✘
Progress in Achieving English Language Proficiency	10.0	4.3	✔	✘
School Quality and Student Success	35.0	18.1	na	✔
<b>TOTAL POINTS:</b>	<b>100.0</b>	<b>45.6</b>		

$$\frac{\text{Total Earned Points: } 45.6}{\text{Total Points Possible: } 100.0} = \mathbf{45.5\%}$$

**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 strength for LPES. During the 2024-2025 school year our staff recommitted to deepening the use of the Responsive Classroom practices of Morning Meeting and Closing Circle as well as more full implementation of Conscious Discipline practices. For our Tier II students we implemented Check In-Check Out (CICO) 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. 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.

LPES has now established a workforce that is largely stable, credentialed and/or certified. In the 24-25 SY there were 19 teachers who hold Advanced Professional Certificates, 12 teachers who have a Standard Professional Certificate, 2 classroom teachers, 1 Special Education teacher, and our Art teacher are conditionally certified and working to earn certification. The majority of teachers have 10 or more years teaching experience, 2 host student interns from SMCM, and 6 six of our teachers have signed up to become nationally board certified. Even after these past few challenging years, we had relatively little staff change. Two paraeducators left education for higher paying positions, one classroom teacher moved out of state, and another had a baby and is staying home with her infant.

Regular school attendance has always been a concern for our school, but the last five years, since the pandemic, have been especially challenging. We continue to implement an active mentoring program to support increased student attendance as described in our “Lexington Park Elementary Attendance Improvement Plan” below. To ensure a higher degree of success, we reviewed the initiatives we’ve used in the past and modified and amplified them. The robust plan our Attendance Committee has developed to improve attendance and student and family investment is described on the following pages.

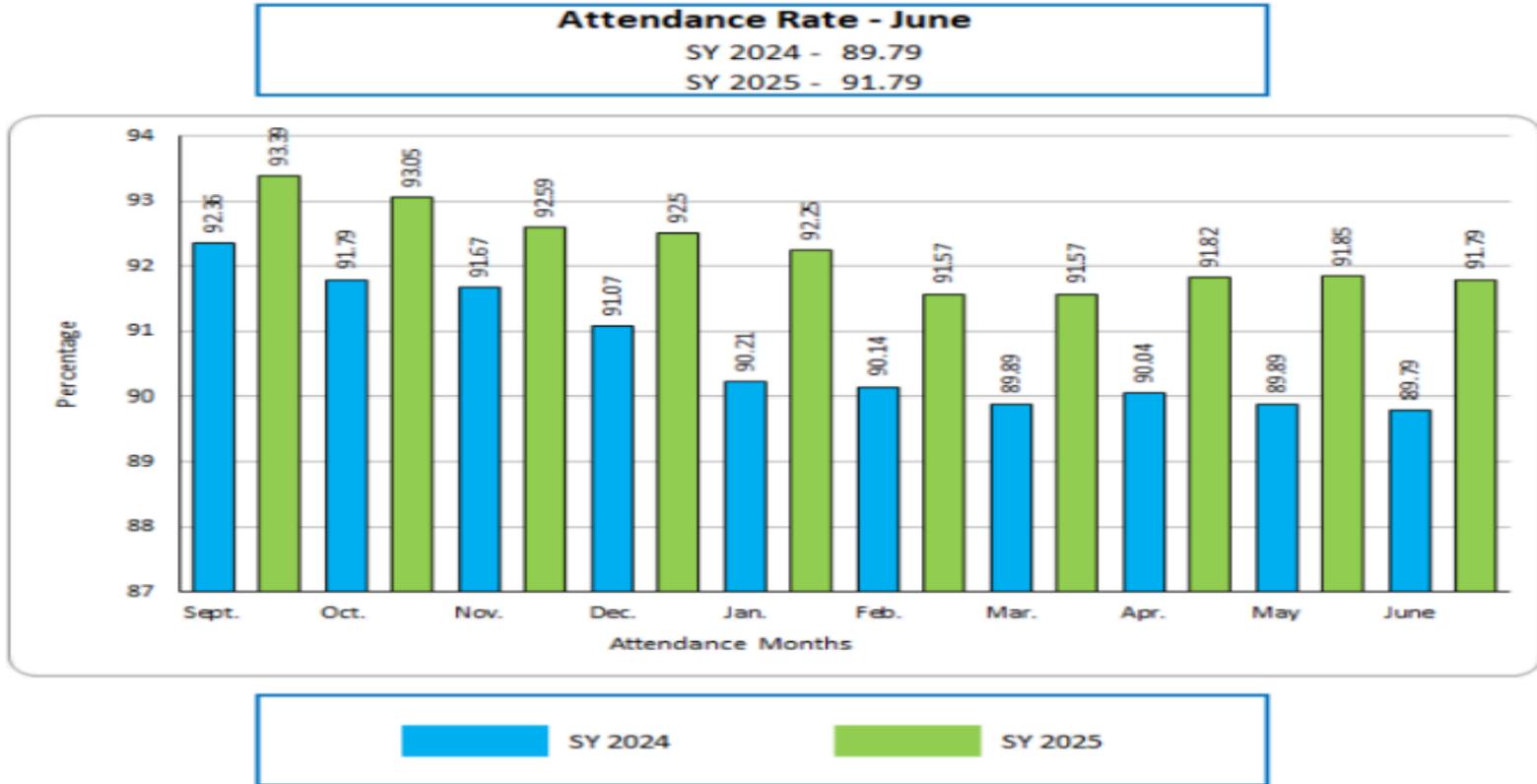
### **Lexington Park Elementary Attendance Improvement Plan 2025-2026**

- **Goals:**
  - Improve overall ADA attendance to a minimum of 94%
  - Equip families with information and tools to improve their child's school attendance
  - Celebrate our students' attendance achievement, collectively as a school, as a class and as individuals
- **Attendance Initiatives & Responsibilities:**
  - **Monitor & Intervene with Daily Attendance**
  - **Establish Support Groups for Chronically Absent Students & Families:**
    - Each member of the Attendance Committee will establish a "support group" for students in "their grade level/s". This

support can take many forms, including lunch bunches, targeted support like alarm clocks, and/or anything the staff member & student/family deem necessary.

- **Educate & Involve Parents:**
  - Include information on using the online Attendance App in the weekly SMORE, rather than sending a DoJo message to teachers or calling the office
  - Provide ongoing information about the importance of regular school attendance in the weekly SMORE, Class DoJo & Schoology
  - Provide information about both the importance of regular school attendance AND the incentives we are providing students and their families for families at the **Sept. 25th Back to School Night**
  - Include attendance support in other family events
- **Provide Attendance Incentives & Programs**
  - **Establish the “PERFECT PANDA CLASS” incentive:**
    - Purchase a Panda for each grade level and the class with the highest number of perfect attendance days have the Panda for the next month!
    - Announce the Perfect Panda classes at the beginning of each month & at Panda Round-ups
    - Provide each of the winning classes each month with recess or lunch in the courtyard-the class votes to decide which incentive they receive
- **Acknowledge Individual Students' Perfect Attendance-**
  - Announce students' names at semester recognition assemblies in Feb & May
  - Community Schools will provide pencils & key chains
- **We need each classroom teacher to do two things:**
  - Enter daily attendance by 8:45
  - Pass along any attendance notes or DoJo messages to Thelma ASAP

Our overall attendance rate for the 24-25 school year was as seen in the ADA Attendance Totals chart below, which is an improvement over the 89.22% 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.



## STUDENT REFERRAL DATA 2024-2025

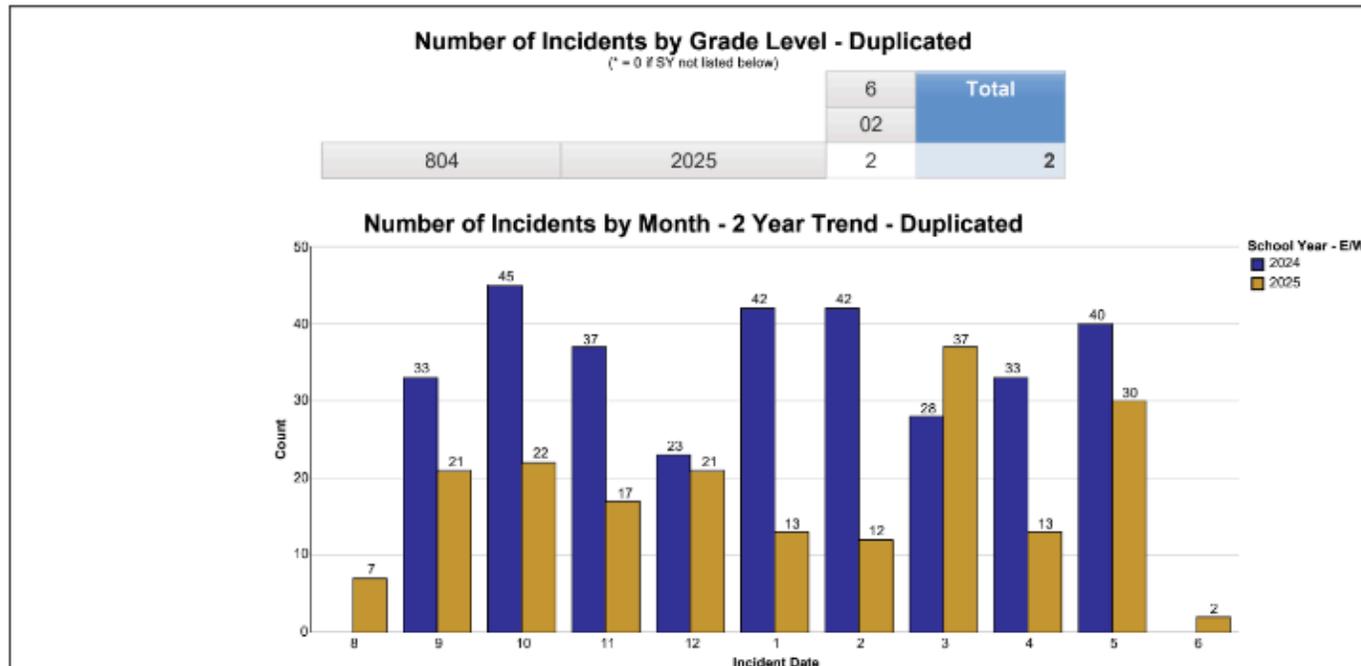
Another area of our school climate we remain focused on is the number of student referrals and suspension our students received in the 2024-2025 school year. To address these behaviors and needs, we have redoubled our efforts to teach, model and reinforce prosocial behaviors and enhance our PBIS/MTSS initiatives. The data below paints a picture of each aspect of our discipline data for the 24-25 school year.

### Lexington Park Elementary School SY 2025 Culture and Climate, June 2025

[Click Here for Culture and Climate Data Card Definitions](#)

<b>Top 5 Incident Codes Among Elementary Schools (plus Bullying)</b>			
<small>(Attack on Adult, Attack on Student, Disrespect, Disruption, Fighting)</small>			
<small>* = 0 if not listed below</small>			
<small>* does not include BUS Incidents</small>			
		2024	2025
804	Attack on Adult	6	12
	Attack on Student	37	29
	Bullying	5	1
	Disrespect	19	19
	Disruption	151	59
	Fighting	8	16

For additional detailed information regarding incidents beyond the Top 5 Count,  
[CLICK HERE](#) to run the Disciplinary Action Detail Report in Cognos.

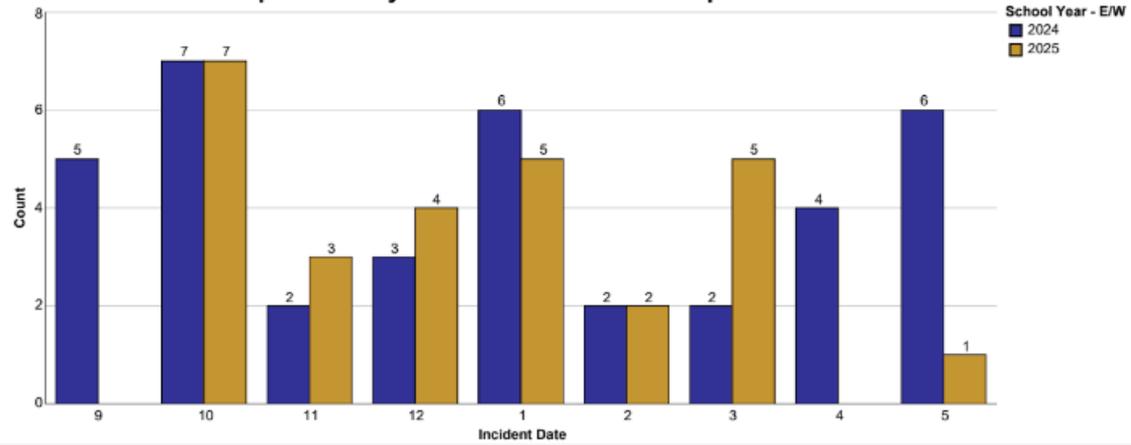


### Number of Suspensions by Grade Level - Duplicated

(\* = 0 if SY not listed below)

No suspensions for this time frame.

### Number of Suspensions by Month - 2 Year Trend - Duplicated

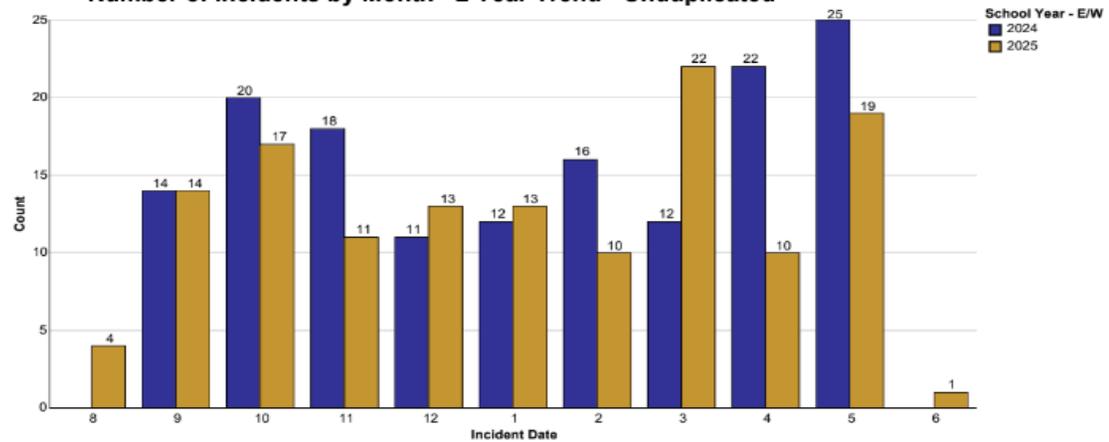


### Number of Incidents by Grade Level - Unduplicated

(\* = 0 if SY not listed below)

		6	Total
804	2025	02	
		1	1

### Number of Incidents by Month - 2 Year Trend - Unduplicated

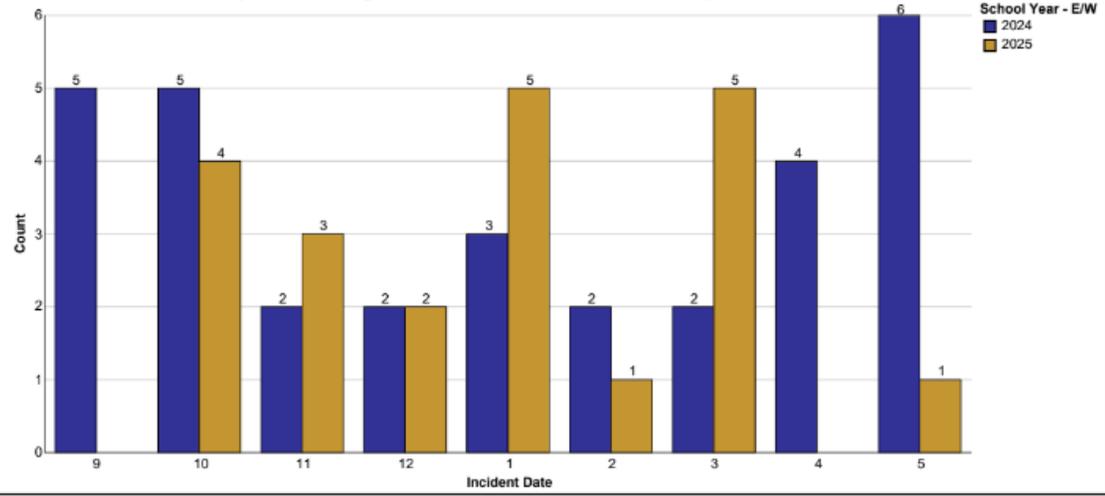


### Number of Suspensions by Grade Level - Unduplicated

(\* = 0 if SY not listed below)

No suspensions for this time frame.

### Number of Suspensions by Month - 2 Year Trend - Unduplicated



## SCHOOL CLIMATE & CULTURE NEEDS ASSESSMENT DATA ANALYSIS

Area	Finding	Identified Needs	Factors and Root Causes
School Climate & Safety	<p>2024-2025 Family Survey Results revealed the following data:</p> <ul style="list-style-type: none"> <li>*98% feel welcome</li> <li>*97.4% feel encouraged to participate in school activities</li> <li>*96.4% feel we provide information on how they can be involved in their child’s education</li> <li>*94.4% feel that our school holds high expectations for their child</li> <li>*97.9% feel that parent involvement activities are planned to inform and assist them with the success of their child</li> <li>*96.9% feel encouraged to attend SIT/Title I meetings</li> </ul> <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"> <li>*Communication with families through DoJo, HAC, grade level and office monthly newsletters, automated phone calls, Twitter, school website &amp; community outreach</li> <li>*Increased communication regarding family involvement activities and events, through automated calls</li> </ul>	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>*Lack of professional development in cultural diversity, learning styles and gender differences</li> <li>*Majority of communication is through print materials</li> </ul> <p><b>Root Causes:</b></p> <ul style="list-style-type: none"> <li>*A disconnect between family priorities and school priorities</li> <li>*Poverty</li> <li>*Trauma</li> <li>*Homelessness</li> </ul>
Student Attendance	<p>Attendance levels are improving as described below.</p> <p><b>2025 Attendance Rate:</b> -91.79%</p> <p>-A 2% increase over the 2024 attendance rate of 89.7% and a</p>	<ul style="list-style-type: none"> <li>*Increase our families understanding the importance of regular school attendance</li> <li>*Identify additional resources for families to support regular attendance</li> </ul>	<p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>*Childhood illnesses</li> <li>*Several families with catastrophic, terminal illness</li> <li>*Home demands, like watching younger siblings, keep children home</li> <li>*Fear for the safety of their children</li> </ul>

	2.4% increase over the 2023 attendance rate	*Increase the level of stable housing for our families	<b>Root Causes:</b> *Poverty *Trauma *Disconnect between family culture/priorities and school priorities
Student Mobility & Homelessness	For the 2024-2025 summer we registered 102 new students and 79 students transferred to other schools/districts. We've continued to experience students registering throughout the month of September and into October 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	<b>Factors:</b> *Lingering effects of the pandemic on family resources and stability continues *Homelessness  <b>Root Causes:</b> *Poverty *Homelessness *Violence in the community
Parent Involvement	2024-2025 meetings often included both an in-person and virtual option. Parent participation has increased as compared to the previous years' participation. As a result, we will continue to offer targeted events and meetings both in-person & virtually during the 2025-2026 school year..	*We need to continue 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 2025 – June 2026
*Enhance our implementation of a house team system to support our PBIS framework and TFI Action Plan	All staff members	September 2025 – June 2026
*Provide staff with ongoing support and coaching in the implementation of the Responsive Classroom Framework, Conscious Discipline and trauma-informed practices to support our students experiencing acute and chronic trauma	Principal Assistant Principal PBIS Team Mental Health Team	September 2025 - June 2026
*Imbed Growth Mindset principles and practices into daily instruction	Principal Assistant Principal Academic Dean Classroom teacher Counselor	September 2025- June 2026
		September 2025-June 2026

<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>Principal Assistant Principal Academic Dean SMILE Squad Leader PBIS Facilitator Community Schools Coordinator</p> <p>Principal Academic Dean Title I IRTs Community Schools Coordinator</p>	<p>September 2025-June 2026</p>
<p>What evaluation method will be used to determine the effectiveness of each strategy/ activity listed above?</p> <ul style="list-style-type: none"> <li>• Monthly analysis of attendance, discipline data (ODRs &amp; OSS) as well as informal climate measures including responses on climate surveys.</li> </ul>		

**Lexington Park Elementary School**  
**Title I**  
**2025 -2026 Parent, Family & Stakeholder Engagement Plan**

**2025-2026**

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 on the positive support of home and community partnerships and the Responsive Schools and Conscious Discipline networks, 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 **May 1, 2025** 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 18, 2025**), and our Back to School Night and Title I Program Review/Input Workshop (**September 26, 2023**). The Title I Parent Involvement Policy/Plan will also be posted on the Lexington Park Elementary School website.
- **Parent Involvement Calendar** –The **2025 -2026 Family Involvement Calendar** is attached.
- **Home/School Compact** – Will be distributed to families at our **Title I Open House (August 18, 2025)**, reviewed at our **Back to School Night and Title I Program Review/Input Workshop (September 25, 2025)** and discussed with parents at **parent/teacher conferences (October 13, 2025)**.
- **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 families will be informed of statewide, local, and school events through Class DoJo, weekly School Messenger, SMORE newsletters, LPES website, our Community Schools Facebook page, 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. Our Title I team 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.
- **Open House- (August 18, 2025)** 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 17-21, 2025)** – At these events 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 13, 2025**), 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 (January 15, 2026)** 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 work directly with Building Bridges who provide after school tutoring and recreation services for our students. 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 supply 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 recognition assemblies every month where students are recognized for Academic Achievement, Improvement, Good Citizenship, and Excellent Attendance.

- **Schoolwide Reading Incentive Program** –Students are 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 2025-2026 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. 16, 2025, and March 12, 2026**), 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 other resources to promote at-home reading. LPES will also offer two Math Parent trainings (**January 15, 2026 & April 9, 2026**) 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 9, 2026** 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 25, 2024**, 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 Title I staff, 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. 16, 2025, and March 12, 2026**), 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 15, 2026 & April 9, 2026**) 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 13, 2025**. 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 (September 25, 2025)**, **Parent/Teacher Conferences (October 13, 2025)** and **Literacy Night (October 16, 2025)**.
- **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 25, 2025**.
- **Volunteer Recognition** – LPES will express volunteer appreciation to recognize school volunteers throughout the year and at an end-of year breakfast on **May 30, 2026**.
- **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 12, 2025 and May 6, 2026**) including Title I school budget planning and decision-making (**May 6, 2026**). (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 at Back to School Night (**September 25, 2025**) and on Literacy Night (**October. 16, 2025**)

**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 18, 2025**) and all Panda Nation parent events. The Department of Social Services and Department of Housing will offer assistance with navigating their agencies.
- **Recognition** - Our school will recognize the support of community/business partners publicly and/or privately the support of community/business partners at our annual **Volunteer Recognition Breakfast on May 29, 2026.**
- **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 our needs assessment have provided 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. As a second year Community School, we have started OST clubs and activities, and the Community Schools staff is actively collaborating with both our Judy Center and our Title I staff.

- 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.