



School Information

Enter your school's name and your principal's name.

School:	Leonardtwn Elementary School
Principal:	Contina Quick-McQueen
School Year:	2019-2020

Enter the members of your school leadership team.

SIT Membership

Name	SIT Role	Role in School
Contina Quick-McQueen	Administration	Principal
Greg LaCount	Administration	Assistant Principal
Angela Rohrer	IRT	IRT: 1, 3,5
Jamison Combs	IRT	IRT: K, 2, 4
Mary Reed	Classroom Teacher	Kindergarten Teacher
Sona Powell	Classroom Teacher	1st Grade Teacher
Christina Walsh	Classroom Teacher	2nd Grade Teacher
Ayanna Foster-Kelson	Classroom Teacher	3rd Grade Teacher
Kim Knight	Classroom Teacher	4th Grade Teacher
Noel Farrell	Other	Media Specialist
Jody Fagnano	Classroom Teacher	5th Grade Teacher

This year, our school will focus on:

Use the boxes below to provide an introduction to your SIP. This introduction also will be used to populate your School Profile (to be posted online after completion). Be sure to note your school's key strengths, progress made during the prior year, areas for continued growth for the next year, and connection between your school's work and our school system's mission.

<p>Introduction to your SIP/ School Profile (approximately 100 words)</p>	<p>Leonardtown Elementary School in partnership with its parents and the community, provides students with a quality educational program that values collaboration, teamwork, inquiry and problem solving. Leonardtown Elementary sets high expectations for all of its students with a rigorous standards based curriculum, assessments and instruction aligned to Maryland College and Career readiness goals. By focusing on these goals, we will ensure that there are no obstacles to accessing educational opportunities for any student and we have supports that are designed to maximize the student's academic success, as well as their social and emotional well-being.</p>
<p>Equity Vision Statement (approximately 50 words)</p>	<p>Leonardtown Elementary is committed to ensuring we are student-centered, mission driven and goal-centered. Focusing on these goals will ensure every student, family, and staff member has access to a respectful and equitable learning environment. A cooperative spirit, strong communication and collaboration are key factors in creating a positive school community at Leonardtown Elementary.</p>
<p>Your School's Key Strengths (approximately 50 words)</p>	<p>Leonardtown Elementary works as a team for the benefit of student learning. Our teachers and staff foster a learning environment of respect where each member of our school community feels their input matters. Our parent community is supportive, therefore, creating a stronger learning environment where our students can thrive.</p>
<p>Progress Made During Prior Year (approximately 50 words)</p>	<p>Students in all grades continue to show growth in all areas of ELA and Math. Each grade level has a year of Bridges and we have seen the difference in student knowledge as the year begins. Students continue to show growth in their literacy foundational skills in K-2 to support their transition to reading and writing to learn in 3-5.</p>
<p>Areas of Continued Growth for Upcoming Year (approximately 50 words)</p>	<p>Our school community supports our students' social and emotional learning, therefore, fostering an environment to support engaged academic learning. As a school community, we will continue to aim for student-centered learning providing differentiated instruction to support students at various levels of learning in ELA and Math. We will integrate ELA/Science/S. Studies where we can to maximize learning opportunities.</p>
<p>Connection Between School's Work and SMCPS Mission (approximately 50 words)</p>	<p>We build respectful relationships with students, families and staff creating a positive culture and climate for students to thrive. Learning is differentiated based on individual student need providing the rigor needed for growth. Students' social and emotional well-being are supported using relevant communication and resources to build a strong foundation for positive relationships among students, staff, families and</p>

School Improvement Goals

2019-2020

Leonardtwn Elementary School

For each goal, enter the prior year's percentage from the SIP Goals Report under "Baseline." Then, decide on and enter your school-specific goal under "School Goal." The percentage change will auto-populate.
 You are asked to choose the same one or two focus groups for all of your metrics and apply the strategies you develop in your SIP focus areas to one or both of your focus groups.
 Next to "Rationale," explain why you chose this focus group and/or percentage change.

Metrics

		Measure	Group	SY18 Data	SY19 Data	SY20 Goal	Percentage Point Increase	Rationale/notes (optional)
Academic Indicators	Academic Achievement	MCAP (PARCC) Performance - English	All Students	55.52%	64.29%	59.08%	-5%	
			Grade 3 ELA	58.80%	60.76%	59.00%	-2%	
			Grade 4 ELA	47.20%	50.26%	61.90%	12%	
			Grade 5 ELA	70.20%	67.14%	56.40%	-11%	
			Special Education	12.59%	11.11%	19.58%	8%	
			Economically Disadvantaged	28.00%	32.69%	33.54%	1%	
		MCAP (PARCC) Performance - Mathematics	All Students	63.15%	64.29%	66.10%	2%	
			Grade 3 Math	62.40%	60.76%	74.50%	14%	
			Grade 4 Math	55.10%	62.79%	65.90%	3%	
			Grade 5 Math	62.80%	64.29%	56.40%	-8%	
			Special Education	16.96%	5.56%	23.60%	18%	
			Economically Disadvantaged	26.00%	26.92%	31.69%	5%	

Academic Indicators	Academic Progress	MCAP (PARCC) Growth - English (Percentile)	All Students	60th				
			Special Education	25th				
			Economically Disadvantaged	49th				
		MCAP (PARCC) Growth - Mathematics (Percentile)	All Students	43rd				
			Special Education	37th				
			Economically Disadvantaged	44th				
		Completion of Well-Rounded Curriculum	All Students	98.90%				
			Economically Disadvantaged	100.00%				
			White	98.60%				
	ELL	ELL Proficiency	All Students					
School Quality Indicators	School Quality/Student Success	(Students NOT) Chronically Absent	All Students	86.90%	84.40%			
			Special Education	77.50%				
			Economically Disadvantaged	77.30%				
		Climate Survey	All Students					
			Select Focus Group					
			Select Focus Group					
		Opportunities/Access	All Students	100.00%				
			Special Education	100.00%				
			Economically Disadvantaged	100.00%				

Strategies

2019-2020

Leonardtwn Elementary School

On this sheet, you will enter your school's strategies for the year for each of the SIP focus areas.

Academic Indicators	Academic Achievement (curriculum)					Evidence	
	Strategy	Whole Child Connection	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	Deliver Tier 1 differentiated instruction to support equity and inclusion in ELA and Math	Engaged, Challenged, Supported	All students	Teachers, IRTs, Principal, Assistant Principal	Academic Growth in all targeted areas	-Collaborative Meeting Agendas and Next Steps - RTI Data - Performance Matters Data	Student Growth Data
	Deliver Tier 2 and Tier 3 differentiated instruction to support equity and inclusion in ELA and Math	Engaged, Supported	Tier 2 and Tier 3 students	Special Education Team, PST, Teachers, IRTs	Academic Growth in all targeted areas	-Delivery of Tier 2 and 3 interventions - progress monitoring data - use of Goalbook resources-analysis of data at	Student Growth Data
Progress monitor Tier 2 and Tier 3 instruction in ELA and Math	Supported	Tier 2 and Tier 3 students	Special Education Team, PST, Teachers, IRTs	Academic Growth in all targeted areas	RTI data in Performance Matters -	Student Growth Data	
Academic Indicators	Instructional Practice (professional development)					Evidence	
	Strategy	Whole Child Connection	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	LES PD Teams (i.e., Guided Reading Next Steps, Writer's Workshop, Bridges, Student Engagement, Conscious Discipline) will meet monthly during staff meetings and for one hour on selected early release days to support school goals	Engaged, Supported, Challenged	All students	Principal, Assistant Principal, IRTs, Teachers, Paras	Increase in student academic performance, student/adult relationships	Yearly PD Plan, Facilitator Notes from Monthly Staff Meetings and identified early release day discussions, walkthrough observations	Student Progress
School Quality Indicators	Attendance					Evidence	
	Strategy	Whole Child Connection	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	Classroom and schoolwide attendance recognition	Engaged	All students	Principal, Assistant Principal, Teachers	Students show improvement in attendance	Implementation of Classroom and School wide Attendance Plan	Improvement of student attendance
	Nurse and Counselor will make phone calls for those students who miss more than 3 days in a two week period	Supported	Special Education	Nurse and Counselor	Decrease in chronically absent students	Parent contact log, attendance contracts	
	Review Attendance at monthly PST meetings	Supported	All students	Pupil Services Team	Students show improvement in attendance	PST Meeting Agendas, Attendance Data	Improvement of student Attendance
	School Culture & Climate					Evidence	
Strategy	Whole Child Connection	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success	
Morning Meetings, Community/Closing Circles	Supported, Engaged	All students	Teachers	Decrease of unwanted behaviors	Monthly Data review at MTSS meetings -High Flier (Positive Office Referrals), Osprey Tickets, S.O.A.R.R. Assembly recognition	Tiered Fidelity Results SY 20 - Decrease in MIR and OD referrals	
Refine and sustain Tier 1 expectations	Safe, Supported, Engaged	All students	Principal, Assistant Principal, MTSS Team, ISIC Para	Fidelity of Tier 1 practices	Monthly Data review at MTSS meetings -High Flier (Positive Office Referrals), Osprey Tickets, S.O.A.R.R. Assembly recognition	Tiered Fidelity Results SY 20 - Decrease in MIR and OD referrals	
Tier 2 Check in, Check Out	Supported, Engaged	All students	Principal, Assistant Principal, MTSS Team, ISIC Para	Decrease in unwanted behaviors	Check in/ Check Out sheets, CICO data	Decrease in MIRs and ODRs	

School Quality Indicators

Challenging & Well-Rounded Curriculum					Evidence	
Strategy	Whole Child Connection	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Gifted and Talented Program	Challenged	Advanced Learners	Teachers (3-5), IRTs	Student growth in all targeted areas	Lesson plans, student work samples, assessment data	Student assessment data in Performance Matters, student feedback
STEAM Activities (i.e., K-5 Robotics, 1-5 Destination Imagination Teams)	Challenged	All students	Teacher Sponsors, Volunteers	Student interest in participation in the program of interest, access to problem solving and higher level thinking, collaboration with others	Weekly team meetings-coach plans for each meeting with students	Participation in the competition in March 2020 for K-3 Robotics and April 2020 for 4-5 Robotics, Participation in regional tournament for all students of Destination Imagination
FLOW Mentoring	Supported	Economically Disadvantaged	LES FLOW Site Leader, Teachers, Volunteers	Improve and sustain attendance, school engagement, academics, and build relationships	FLOW curriculum taught by FLOW site leader and mentors	FLOW survey results, student achievement and progress in targeted areas
Math Teams (i.e., 4-5)	Challenged	Advanced Learners	Math Team Coaches	Student participation based on interest in accessing higher level of math curriculum to promote problem solving, higher level thinking and collaboration with others	Team Meetings for practice, lessons/challenges that teachers utilize for practice	Participation in SMECO Math Challenge

Family Engagement					Evidence	
Strategy	Whole Child Connection	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Big Idea Fair Night	Engaged	All students	All Staff, Administration, PTA	increased family and student engagement in STEAM	Big Idea Fair Night Flyer, Student projects	increase family and student engagement in STEAM
Math and ELA Family Nights	Engaged	All students	All Staff, Administration, PTA	increased family engagement to support academic needs at home	RSVPs, ELA and Math Night Flyer	increased family engagement

Other					Evidence	
Strategy	Whole Child Connection	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Snack Saks	Supported, Engaged	Economically Disadvantaged	Counselor	Students basic needs are met	Counselor list of participants	Students are engaged at school, increase in academics