



2022-2023 SCHOOL SUCCESS PLAN

School Name: North Georgetown Elementary	Submission Date: June 21, 2022
Principal: Sarah Green	School Enrollment: 794 (2021-2022)

School Mission:

At North Georgetown Elementary, we inspire lifelong learning. We embrace all backgrounds and experiences to create a culture of acceptance and belonging. We believe hard work makes dreams become reality.

School Demographics

While you can find most of this data on your Delaware Report Card, <https://reportcard.doe.k12.de.us/>, please keep in mind that data is not available for 2020 due to COVID.

Ethnic Breakdown	Percentage
African-American	7.56
Asian-American	.25
Hispanic/Latino	75.94
Multi-Racial	1.64
Native American	0
White	14.36

Subgroup Characteristics	Percentage
English Learners	71.54
Free and Reduced <small>(Nutrition Services)</small>	68.27
Foster Care	N/A
Homeless	1.01
Migrant	N/A
Military Family	1.01

Student Behavior	2020	2021	2022
Total Number of Referrals	28	13	62
Number of Students Receiving ISS	8	2	4
Number of Students Receiving OSS	1	0	4
Number of Expulsions	N/A	N/A	N/A
Number of Documented Police Contacts	N/A	N/A	N/A



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Part I: Academic Achievement Data

Please complete the chart by filling in your baseline data from 2021 and 2022, and then provide your 2023 target.

Summative Scores—Percentage of Students who Met or Exceeded Standards												
Elementary and Middle—DeSSA Data; High Schools—PSAT and SAT Data												
Grade	Reading			Math			Science			Social Studies		
	2021 Actual	2022 Actual	2023 Target	2021 Actual	2022 Actual	2023 Target	2021 Actual	2022 Actual	2023 Target	2021 Actual	2022 Actual	2023 Target
3 RD	12	17	30	15	33	40	N/A			N/A		
4 TH	25	24	40	19	22	35	N/A			N/A		
5 TH	25	27	45	8	18	35	N/A			N/A		

Disaggregated Scores—Percentage of Students who Met or Exceeded Standards													
Elementary and Middle—DeSSA Data; High Schools—PSAT and SAT Data													
Subgroup	Grade	Reading			Math			Science			Social Studies		
		2021 Actual	2022 Actual	2023 Target	2021 Actual	2022 Actual	2023 Target	2021 Actual	2022 Actual	2023 Target	2021 Actual	2022 Actual	2023 Target
African-Amer.	3 RD	0	22	35	9	22	30	N/A			N/A		
African-Amer.	4 TH	0	25	35	0	17	30	N/A			N/A		
African-Amer.	5 TH	50	10	35	13	11	30	N/A			N/A		
ML	3 RD	7	13	30	10	28	35	N/A			N/A		
ML	4 TH	13	16	30	12	18	30	N/A			N/A		
ML	5 TH	14	10	30	2	9	30	N/A			N/A		
Hispanic	3 RD	13	16	30	15	31	40	N/A			N/A		
Hispanic	4 TH	25	21	35	18	21	30	N/A			N/A		
Hispanic	5 TH	22	26	35	7	15	30	N/A			N/A		
Low Income	3 RD	12	17	30	15	33	40	N/A			N/A		
Low Income	4 TH	25	24	35	19	22	40	N/A			N/A		
Low Income	5 TH	25	27	35	8	18	30	N/A			N/A		
White	3 RD	0	27	40	0	47	50	N/A			N/A		
White	4 TH	46	42	50	46	17	30	N/A			N/A		
White	5 TH	24	44	50	12	38	45	N/A			N/A		



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Part II: Data-Driven School Goals and Plan for Improvement

As a district, we are committed to fulfilling our mission, *to assure that students attain the knowledge, skills, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as citizens of the State of Delaware, United States and world through a partnership of students, parents, staff, administrators, Board of Education and community.*

We commit to doing so while *serving as champions of culture and equity by ensuring all students, families, and staff will have adequate tools, training, learning, and experiences needed to be successful in Sussex County, as well as amongst our global and diverse society. We are committed to creating a culturally responsive environment that eliminates barriers which impede student and staff success through the development of a diverse workforce, highly effective leadership, continual professional learning, cutting edge technology, and extensive related and wrap-around services. In partnership with families and community stakeholders, we will work diligently and collaboratively to promote engagement and inclusivity by practicing effective communication and outreach strategies.*

We work to fulfill our commitments by focusing on the four pillars of our 2022-2027 Strategic Plan:

(*Note: This is a DRAFT Strategic Plan and should only be used at this time to develop your SSP. Please share with us any additional feedback gained during your process.)



Deeper Learning

- ◆ Provide equal access to standards-driven, research-based instruction.
- ◆ Make data-informed decisions in the planning and delivery of curricula, instruction, and assessment.
- ◆ Plan and deliver instruction that meets the needs of individual students.
- ◆ Implement a district-wide instructional framework that promotes student achievement, provides quality feedback to students, and increases teacher effectiveness.
- ◆ Commit to closing achievement gaps through intentional, student-centered, rigorous instruction.



Relationship-Centered Schools

- ◆ Engage parents and families, community members, and local businesses as partners in education.
- ◆ Provide equitable student supports and community resource connections for wraparound services.
- ◆ Build an inclusive school climate where all students feel safe and supported, and engage in positive relationships.
- ◆ Use a tiered system of support such as Positive Behavior Interventions and Supports to meet all students' needs.
- ◆ Convene advisory teams inclusive of representative stakeholder groups to collaborate on district and school needs.
- ◆ Highlight student and staff successes with our community.



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Operational Excellence

- ◆ Implement equitable, sustainable, and student-centered operational plans.
- ◆ Maximize funding resources.
- ◆ Provide safe and clean learning and transportation environments for all.
- ◆ Develop and implement training for safety and emergency preparedness.
- ◆ Ensure access to current operational and instructional technology resources.
- ◆ Provide healthy, fulfilling, and nutritious meals for all.
- ◆ Ensure collaboration among all departments to support all schools through a service model.



Impact-Focused Service

- ◆ Recruit, retain, and develop staff who reflect our students' diversity.
- ◆ Train staff to provide equitable service to all.
- ◆ Develop and maintain an effective service model to support all schools.
- ◆ Provide high-quality professional learning to continually build capacity of all staff within our district.

Professional Standards for Educational Leaders, or PSELs, guide us in our work to ensure our practice is productive and beneficial to students; and as a district, we are focusing on the following PSELs to support us in our work:

Component 1: Leadership for Purpose and Improvement	PSEL 10 School Improvement
Component 2: Leadership for Self and Others	PSEL 3 Equity and Cultural Responsiveness
Component 3: Leadership for Student Success	PSELs 4. Curriculum, Instruction, and Assessment and 5. Community of Student Care and Support
Component 4: Leadership for Learning Community	PSEL 6. Professional Capacity of School Personnel; or, 7. Professional Community for Teachers and Staff; or, 8. Meaningful Engagement of Families and Community

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Your School's Data-Based Goals for 2022-2023	Root Cause/Data Driving this Goal	Major Action Steps and Activities to Address Goal	Identify the Aligning Strategic Plan Goal(s)	Identify Specific Leadership Actions that will Evidence Progress towards State Appraisal Component(s) and PSEL(s) <i>(Use numbers to indicate Component and PSEL. For example, 1.10 for Component 1 PSEL10)</i>	If Applicable and Permissible, which Federal Funding will You Use to Support this Work?	CHECKPOINT; Are Aligned Item(s) are on your Title I Budget or Perkins Requests Form(s)? Check if "Yes"
<p>EXAMPLE: To improve overall student math achievement</p>	<p>Decrease in overall student performance on the SBAC from 54% to 40%.</p>	<p>Title I substitute pay for math teachers to meet in grade-level content PLCs to conduct data analysis, benchmark assessments and plan instruction.</p> <p>Administrators and/or teacher leaders will conduct mini-Learning Focused PD sessions during grade-level content PLCs</p> <p>Hire two highly qualified math teachers through Title I</p> <p>Invite district secondary math specialist to plan and support the delivery of a Carnegie Learning session for parents at our Title I Parent Night.</p>	<p>Deeper Learning</p> <p>Relationship-Centered Schools</p> <p>Impact-Centered Service</p>	<p>1.10 A school administrator will participate in each of these PLCs</p> <p>School Administrators will introduce and use the district-provided PLC framework to improve the structure of school-based PLCs</p> <p>4.6 Communicating and facilitating a school-wide focus on professional learning to improve the planning and delivery of data and standards-drive instruction</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> Perkins</p>	<p><input checked="" type="checkbox"/></p>
<p>To improve overall student ELA/ Math achievement</p>	<p>Historical data on SBAC showing less than 50% of students proficient in the area of reading/math</p>	<p>Hire 5 highly qualified teachers through Title I to support in the areas of reading and math</p>	<p>Impact-Focused Service</p>	<p>1.10 School Improvement School Administrators will hire effective educational leaders to act as agents of student success and well-being</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> Perkins</p>	<p><input type="checkbox"/></p>

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				<p>3.4 Curriculum, Instruction and Assessment School Administrators will hire effective educational leaders to implement curriculum, instruction, and administer assessments that support student academic success</p> <p>4.6 Professional Capacity of School Personnel School Administrators will hire effective educational leaders to promote each students' academic success and well-being</p>		
To improve overall student achievement with research based instructional strategies and curricular alignment to the standards	Historical data on SBAC showing low achievement in all subgroups	<p>Instructional Leadership Team to plan for Tier I instruction, specifically with formative assessment opportunities and data collection to determine students progress through mastery of the standard.</p> <p>Grade level articulation of Learning Focused power standard lesson plans across PLCs to include development of anchor charts for annotation, vocabulary, graphic organizers for both reading and math as well as formative assessment opportunities.</p>	<p>Deeper Learning</p> <p>Impact-Focused Service</p>	<p>1.10 School Improvement School Administrators will support effective educational leaders through data analysis to support instructional decisions</p> <p>3.4 Curriculum, Instruction and Assessment School Administrators will hire effective educational leaders to implement curriculum, instruction, and administer assessments that support student academic success</p> <p>4.6 Professional Capacity of School Personnel School Administrators will provide effective educational</p>	<p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Perkins</p>	<input type="checkbox"/>

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				leaders with current practices through professional development to best support student academic success		
To conduct consistent and pervasive data analysis to inform student interventions and target high needs populations	Historical data on SBAC showing low achievement in all subgroups	<p>Grade-level and team data analysis of formative and summative assessments in PLCs for instructional planning and intervention grouping.</p> <p>Quarterly Backwards Planning and Vertical Articulation opportunities.</p> <p>Plan differentiated instruction, including practices and resources to support English Learners based on data.</p> <p>Data analysis of formative and summative assessments and planning during Instructional Leadership Team meetings to determine next steps for professional development school-wide.</p> <p>Planning days and department meetings for Special Education teachers to collaborate on best practices, analyze progress monitoring data and complete IEP drafts.</p>	<p>Deeper Learning</p> <p>Relationship-Centered Schools</p> <p>Impact-Focused Service</p>	<p>2.3 Equity and Cultural Responsiveness</p> <p>Teachers will analyze subgroup achievement and growth data to address gaps within achievement</p> <p>3.4 Curriculum, Instruction and Assessment</p> <p>Teachers to plan differentiated instruction centered around supporting the whole student mastering academic standards</p>	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Perkins	<input type="checkbox"/>
To continue with implementation	Minimizing discipline to ensure	The school's positive behavior support team will revise and sustain implementation of the	Relationship-Centered Schools	3.5 Community of Care and Support of Students	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Perkins	

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<p>of the positive behavior support system with sustainment of "Leader in Me" and implementation of Responsive Classroom.</p>	<p>students remain within the instructional setting</p>	<p>7 highly effective habits and Responsive Classroom throughout the 22-23 school year.</p>	<p>Operational Excellence</p>	<p>The school positive behavior support team will ensure all positive behavior supports systems are immersed within the school to meet the social, emotional and physical needs of each student</p>		
<p>Enrich the language development and instructional growth within our school community</p>	<p>To improve communication between teachers and families to increase achievement in ML subgroups</p>	<p>Family/staff learning opportunities, as needed for bilingual communication, family support of student learning, and social/emotional support.</p> <p>Math and Literacy nights that focus on parent understanding of instructional practices and celebrating student work.</p> <p>Staff planning for family involvement nights (Learning opportunities/math and literacy nights).</p> <p>Continued implementation of the Latino Literacy Project to support foundational literacy skills.</p> <p>Partner with local organizations such as La Colectiva, La Esperanza, La Red, Boys and Girls Club, Georgetown Library, Telemon,</p>	<p>Relationship-Centered Schools</p>	<p>3.5 Community of Care and Support of Students</p> <p>Building the capacity of others to promote adult-student, student-peer, and school community relationships that value and support positive social and emotional development</p> <p>2.3 Equity and Cultural Responsiveness</p> <p>Educational opportunities that promote equity and culturally responsive practices to ensure students academic success and well being</p>		



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		Parent Information Center (PIC), etc.				
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Part III: Parent Engagement

If you have NOT addressed parent engagement in Part II of your School Success Plan (SSP) above, please answer the questions below:

How will you continue working to improve communication and engagement with your families and community this year?

Please see above.

Please briefly describe your Parent Engagement Event for 2022-2023:

Please see above.

Part V: School-wide Planning Information

Please describe the process you used to develop this Strategic Success Plan, including when you met to complete this process:

The Instructional Leadership Team met at the end of the 21-22 school year to review and reflect on the current School Success Plan. Those ideas presented were taken into consideration along with end of year data.
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Your planning team should be representative of all stakeholder groups in you school community such as teachers, administration, counseling, support staff and parents/community members. Please provide us with the information regarding your planning team (add additional lines as needed):

Planning Team Member Name	Position/Stakeholder Representation	Signature

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