

# 2024-2025 SCHOOL SUCCESS PLAN



<b>School Name:</b> Lord Baltimore Elementary School	<b>Submission Date:</b> July 1, 2024
<b>Principal:</b> Pamela Webb	<b>School Enrollment:</b> 550

## **School Mission:**

We the staff of Lord Baltimore Elementary School, are committed to providing students with the behavioral and academic skills needed to:

- Take pride in themselves and the community
- Accept challenges and set goals for today and the future
- Develop their potential as students and working members of society through a partnership with students, parents, staff and community working together to create excellence in education.

**L**earning with Others, **B**elieving in Ourselves

**School Demographics** School Report Card data can be found [here](#).

<b>Grade Level</b>	<b># of Students</b>
Grade 1	89
Grade 2	90
Grade 3	101
Grade 4	99
Grade 5	91
Kindergarten	80

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Subgroup Characteristics	Percentage
English Learners	4.42%
Foster Care	*
Homeless	1.38%
Migrant	*
Military Family	1.41%

Ethnic Breakdown	Percentage
African-American	3.89%
Asian-American	0.53%
Hispanic/Latino	7.77%
Multi-Racial	4.95%
Native American	0.18%

Student Behavior	2022	2023	2024
Total Number of Referrals	101	308	205
Number of Students Receiving ISS	9	23	27.5
Number of Students Receiving OSS	8	29	9
Number of Expulsions	0	0	0
Number of Documented Police Contacts	0	13(SRO)	11 (SRO)

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## Academic Achievement Data

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		
	2023 Actual	2024 Actual	2025 Target	2023 Actual	2024 Actual	2024 Target	2022 Actual	2023 Actual	2024 Target	Fall 2023	Winter 2023	†
3	75%	62%	70%	74%	66%	74%						
4	65%	49%	70%	71%	56%	75%						
5	75%	63%	70%	65%	66%	70%						

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		
		2023 Actual	2024 Actual	2025 Target	2023 Actual	2024 Actual	2025 Target	2023 Actual	2024 Actual	2025 Target	2023 Actual	2024 Actual	2025 Target
African-American	3	100%	57%(7)	75%	100%	43%(7)	70%						
African-American	4	100%	50%(4)	71%	50%	50%(4)	71%						
African-American	5	100%	50% (6)	75%	100%	33%(6)	67%						
EL	3	50%	33%(6)	50%	66%	33%(6)	67%						
EL	4	40%	44%(9)	67%	57%	11%(9)	67%						
EL	5	0%	100% (1)	67%	50%	0%(1)	70%						

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Hispanic	3	57%	43% (7)	60%	70%)	29%(7)	60%						
Hispanic	4	40%	58%	67%	65%	33%	50%						
Hispanic	5	69%	57% (7)	71%	50%	43%	67%						
Low Income	3	52.94%			60%								
Low Income	4	20%			60%								
Low Income	5	47%			50%								
White	3	74%	65%	70%	75%	71%	75%						
White	4	59%	47%	75%	65%	62%	70%						
White	5	67%	66%	70%	67%	71%	73%						

## Part I: Comprehensive Needs Assessment (CNA)

<https://docs.google.com/spreadsheets/d/1sQQ-YescDY2t5KjiCQMnO55p3wuhfBm3fF9c-EJd9Eo/edit?usp=sharing>

A Comprehensive Needs Assessment is **a process** that is **used to identify needs and performance challenges in a school or district, determine their root causes, and set prioritized goals for future action.** Schools and districts should use the comprehensive needs assessment to inform improvement planning and budgeting.

A school-wide CNA focuses on the ends (i.e. outcomes and goals) to be attained, rather than the means (i.e. process and action steps). For example, **reading achievement** is an **outcome** whereas **reading instruction** is a **means toward that end.**

[CNA Document](#)

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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:



### 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.



### 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.



### 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.

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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:

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

In considering our district's strategic plan and the PSELs for administrator growth, **complete this action plan** to address your significant and severe priorities from your Comprehensive Needs Assessment. Please also ensure you complete the **separate required Title I budget form**.

<b>Data Based Goals for 24-25</b>	<b>Root Cause/Data Driving this Goal</b>	<b>Major Action Steps and Activities to Address Goal</b>	<b>Identify the Aligning Strategic Plan Goal(s)</b>	<b>Identify Specific Leadership Actions that will Evidence Progress towards State Appraisal Component(s) and PSEL(s)</b> <i>(Use numbers to indicate Component and PSEL. For example, 1.10 for Component 1 PSEL10)</i>	<b>If Applicable and Permissible, which Federal Funding will You Use to Support this Work?</b>	<b>CHECKPOINT; Are Aligned Item(s) on your Title I Budget or Perkins Requests Form(s)? Check if "Yes"</b>
<b>Component 1 Goal 1:</b> Leadership for Purpose and Improvement  To improve overall school climate for students	Reflection Room (776 visits)  Discipline Referrals and Year Long Discipline Data	Review number of student visits to the Reflection Room.  Teacher survey on impact the Reflection Room had on Classroom Climate  Provide training for staff in addressing minor classroom offenses through relationship-building and SEL strategies.  Develop grade-level PBiS events to support the schoolwide PBiS program	Relationship-Centered Schools  Impact Focused Service	1.10 Meet monthly with Leadership Team to review Discipline Data, Reminds and Referrals to determine areas of need and focus. Share discipline with staff at faculty meetings each marking period to address trends, concerns and success.  1.7 Returning Teacher Week PD <ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• LB Expectations</li> <li>• LB Reminders</li> <li>• Minor vs Major Behavioral Offenses (Tier 1,2&amp;3)</li> <li>• Regulation Strategies</li> </ul>	Opportunity Grant	Yes <input type="button" value="v"/>

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	SEL Needs			<ul style="list-style-type: none"> <li>You've Gotta Connect Book Club</li> </ul>		
		Expectation of Daily Morning Meetings in all classrooms to start the day positively with a sense of community.		<p>1.5 Enhance Morning Meetings</p> <ul style="list-style-type: none"> <li>Connect ReThink curriculum at monthly faculty meetings and morning meetings.</li> <li>Create "Champion Corners" for all classrooms and model expectations.</li> </ul>		
<p><b>Component 2 Goal:</b></p> <p>Leadership for Self and Others</p> <p>Cultivate core values that stress child-centered education where high expectations support student equity, inclusiveness and improvement.</p>	<p>Subgroup academic/behavioral data (Special Ed, ML, Male)</p> <p>SEL Needs based on LB Reminders and TISS data</p>	<p>Analyze subgroup data at weekly TISS meetings, PLC's, Bi-Monthly High-Flyer meetings</p> <p>Hold Code of Conduct and Goal Setting meetings with students. Ensure students and staff are treated fairly and respectfully without bias.</p>	Impact Focused Service	<p>2.3 Analyze subgroup data to address student needs and build relationships with each student.</p> <ul style="list-style-type: none"> <li>Train staff to provide equity to all. Share information from the district Equity Team with staff.</li> <li>Hold Club Equity Days for inclusive activities</li> <li>Latino Literacy Event</li> </ul> <p>2.6 Build teacher capacity by sharing SEL segments or modeling of strategies at faculty meetings.</p> <ul style="list-style-type: none"> <li>Don't take it personally</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity Grant</li> </ul>	
<p><b>Component 3 Goal:</b></p> <p>Leadership for Success</p>	<p>Lack of growth in Curriculum Triangles (ELA)</p> <p>Stagnant Student Achievement Data</p> <p>Need for Standards Alignment in Core</p>	<p>Review MTSS expectations</p> <p>Review non-negotiables for students and staff</p> <p>TISS Meetings and PLC conversations to address students needing Tier 2 and 3 supports in a timely manner</p> <p>Purposeful planning at PLCs to address Standards Alignment weekly</p>	Deeper Learning	<p>3.4 Returning Week work with teachers to maximize MTSS time in classrooms by reviewing non-negotiables including LB expectations and trauma informed practices.</p> <p>3.4 Backward Planning Opportunities in marking periods 1, 2 and 4 to focus on planning rigorous assignments and data analysis. Vertical Articulation session in marking period 3 to gauge where students are in reaching grade level standards.</p> <p>3.7 Review of instructional calendar including PLC dates and topics with an emphasis on planning for individualized academics and SEL needs.</p> <p>3.6 CKLA Coaching monthly</p>	<ul style="list-style-type: none"> <li>Opportunity Grant</li> </ul>	

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<p>To improve overall student achievement through the use of research-based instructional strategies and curricular alignment to the Delaware State Standards</p>				<p>3.10 Offer Morning Support Program to support student needs between marking period two and three</p>		
<p><b>Component 4 Goal:</b> Leadership for Learning Community</p> <p>Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p>	<p>Limited number of ML families that attend school functions</p> <p>Increased number of students being raised by grandparents</p> <p>Increase Positive Community Partnerships</p>	<p>Build relationships with ML families to increase parental involvement.</p> <p>Survey families to determine areas of “need” to allow them to better support student well-being and academic success.</p> <p>Increase participation in school/community events</p>	<p>Relationship-Centered Schools</p>	<p>4.8 Host Latino Family Literacy Event</p> <ul style="list-style-type: none"> <li>• Provide resources to families</li> <li>• Staff participation</li> <li>• Culminating Celebration</li> </ul> <p>4.5 Provide resources and information to address survey results:</p> <ul style="list-style-type: none"> <li>• Curriculum Night</li> <li>• Resources on Parent Conference Nights (Health, Technology, etc)</li> <li>• Be A Champion Night ( Math, ELA, Well-Being, etc)</li> </ul> <p>4.8 Community Partnerships</p> <ul style="list-style-type: none"> <li>• PTO</li> <li>• Area Events</li> <li>• Businesses/Agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity Grant</li> </ul>	

## **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?**



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Parents will be invited to the Back-To School events prior to the start of the school year to learn about the Lord Baltimore Building and Staff. Kindergarten families will be invited to a Kinder Camp session in August to learn about their first year experience. This opportunity allows students to become acclimated to the building prior to day one through fun activities. Parents receive information from key staff members so that they are knowledgeable about the kindergarten curriculum and expectations.

Our PTO will hold a family social in September to begin building relationships early on. Parents will be encouraged to connect with Class Dojo to receive communication throughout the year from teachers and administration. Other forms of parent communication may include: AlertNow messages, Teacher Newsletters, Class Dojo messages and School Stories, Facebook and the LB Website.

Throughout the year, we plan to maximize our parent conference nights by providing additional opportunities the same evening such as: Book Fair, Community Resource outreach booths, and highlight student work.

We partner each year with various community organizations to promote and celebrate student success. These stakeholders include: LB Lions Club, Lord Baltimore Women's Group, OVPD, BREATHE ( BayForest Retired Educators), Miken Builders, Millville Boardwalk, MIKEN Builders, and ACTS.

**Please briefly describe your Parent Engagement Event from 2024-2025, and share how you will seek to improve participation this year:**

**Family Latino Literacy Event-** Invite ML families in for an opportunity to learn about our school reading curriculum and how they can support student learning at home. An inclusive, equitable opportunity is the goal for this 2nd annual event that will involve our hispanic community.

**One School One Book Event-** This event will include a school wide schedule for reading at home and school, suggestions for at home activities, staff made videos/readings/social media postings to engage all stakeholders

**Night of Champions-** This event will allow students to showcase their success while families can attend to learn more about the Math, ELA, and SEL curriculums in our school.

## **Part IV: School-wide Planning Information**

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

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The LB Leadership Team was able to meet before the school year ended. ( April and May) Specialists reviewed and made contributions during the May faculty meeting. Parents were invited to review and offer input in June.

The team looked at discipline and academic data that resulted in the need to review a progressive discipline plan that ensures minimal disruptions to the educational process. The team agreed that the implementation of the Reflection Room was beneficial and suggestions were offered for extension and improvement.

The team agreed the OSOB was a successful parent event opportunity and the OSOB committee will meet to select the title of this year's selection. There may be a district book shared as well this year.

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):

<b>Planning Team Member Name</b>	<b>Position/Stakeholder Representation</b>	<b>Signature</b>
<b>Kayla Bollinger</b>	<b>Special Education Coordinator</b>	
<b>Amanda Miller</b>	<b>Reading Specialist/TISS Coordinator</b>	
<b>Stefanie McElhinny</b>	<b>School Counselor</b>	
<b>Brooke Mitchell</b>	<b>Mental Health Counselor</b>	
<b>Wendy Murray</b>	<b>Kindergarten Teacher</b>	
<b>Celeste Cathell</b>	<b>1st Grade Teacher</b>	
<b>Shannon Gallo</b>	<b>2nd Grade Teacher</b>	
<b>Jennifer Polly</b>	<b>3rd Grade Teacher</b>	
<b>Zac Hill</b>	<b>4th Grade Teacher</b>	
<b>Dana Lambert</b>	<b>5th Grade Teacher/District Equity Liaison</b>	
<b>Zoe Cummings</b>	<b>Parent/PTO Co-President</b>	

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Samantha Rashley	Parent/PTO Co-President	
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