

2020-2021 Elementary “School Strategic Success Plan” Data, Goals, and Priorities

Date: June 2020

School: Lord Baltimore Elementary School

Principal: Pamela Webb



School Mission:

“We, the staff 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 of students, parents, staff, and
- Community working together to create excellence in education.

Learning with Others Believing in Ourselves

IRSD Priorities:

1. Engage and inform families, schools, communities and other agencies
2. Safe and healthy environments, conducive to learning
3. Equitable access to excellent educators
4. Rigorous standards, instruction, and assessments
5. High quality early learning opportunities
6. Responsible fiscal management

School Demographics: (Data from DOE School Profile)

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|--------------------------------|---------------|
| Free/Reduced % | 29.06% |
| Ethnic/Racial Breakdown | |
| White | 81.75% |
| African American | 2.65% |
| Hispanic | 9.20% |
| Asian/Pacific Islander | .94% |
| American Indian | .31% |
| Multi-Racial | 5.15% |

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|--------------------|----------|----|----------|
| School Grade Span: | K | to | 5 |
|--------------------|----------|----|----------|

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|---------------------------|---------------|
| School Enrollment | 641 |
| IEP Students | 11.23% |
| LEP Students | 7.8% |
| Highly Qualified Teachers | 100% |
| Daily Attendance | 92.15% |
| Graduation Rate | NA |

| SMARTER Summative Scores... Percent of students who meet "Proficiency" | | | | | | | | | | | | | | |
|--|---------------|---------------|-------------|----------------------|---------------|---------------|-------------|----------------------|---------------|-------------|----------------------|----------------|-------------|----------------------|
| ELA/Literacy | | | | Mathematics | | | | Science | | | | Social Studies | | |
| Grade | % Prof. 18-19 | % Prof. 19-20 | Target 2021 | % Prof. Spring 20-21 | % Prof. 18-19 | % Prof. 19-20 | Target 2021 | % Prof. Spring 20-21 | % Prof. 18-19 | Target 2021 | % Prof. Spring 20-21 | % Prof. | Target | % Prof. Spring |
| 3rd | 82 | N/A | 80 | | 89 | N/A | 80 | | | | | | | |
| 4th | 67 | N/A | 75 | | 75 | N/A | 78 | | | | | | | |
| 5th | 78 | N/A | 75 | | 76 | N/A | 80 | | | 60 | | | | |
| SMARTER Summative Scores... Percent of students who score "Advanced" PL4 on DeSSA | | | | | | | | | | | | | | |
| ELA/Literacy | | | | Mathematics | | | | Science | | | | Social Studies | | |
| Grade | % Adv. 18-19 | % Adv. 19-20 | Target 2021 | % Adv. Spring 20-21 | % Adv. 18-19 | % Adv. 19-20 | Target 2021 | % Adv. Spring 20-21 | % Adv. 18-19 | Target 2021 | % Adv. Spring 20-21 | % Adv. 18-19 | Target 2021 | % Adv. Spring 20-21 |
| 3rd | 51 | N/A | 50 | | 51 | N/A | 50 | | | | | | | |
| 4th | 39 | N/A | 50 | | 36 | N/A | 50 | | | | | | | |
| 5th | 38 | N/A | 55 | | 43 | N/A | 55 | | | 35 | | | | |
| SMARTER Summative Disaggregated Data... Percent of students who meet "Proficiency" | | | | | | | | | | | | | | |
| ELA/Literacy | | | | Mathematics | | | | Science | | | | Social Studies | | |
| | % Prof. 18-19 | % Prof. 19-20 | Target 2021 | % Prof. 20-21 | % Prof. 18-19 | % Prof. 19-20 | Target 2021 | % Prof. Spring 20-21 | % Prof. 18-19 | Target 2021 | % Prof. Spring 20-21 | % Prof. 18-19 | Target 2021 | % Prof. Spring 20-21 |
| African Am.- 3 rd | 100 | N/A | 90 | | 100 | N/A | 90 | | | | | | | |
| African Am.- 4 th | 20 | N/A | 90 | | 20 | N/A | 90 | | | | | | | |
| African Am.- 5 th | 100 | N/A | 100 | | 100 | N/A | 100 | | | 60 | | | | |
| Hispanic- 3 rd | 80 | N/A | 80 | | 80 | N/A | 75 | | | | | | | |
| Hispanic- 4 th | 26 | N/A | 70 | | 63 | N/A | 75 | | | | | | | |
| Hispanic- 5 th | 67 | N/A | 70 | | 78 | N/A | 80 | | | 60 | | | | |
| Caucasian- 3 rd | 82 | N/A | 80 | | 91 | N/A | 85 | | | | | | | |
| Caucasian- 4 th | 75 | N/A | 80 | | 80 | N/A | 85 | | | | | | | |
| Caucasian- 5 th | 81 | N/A | 80 | | 76 | N/A | 80 | | | 60 | | | | |

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|------------------------------|----|-----|----|--|----|-----|----|--|--|----|--|--|--|--|
| ELL -3 rd | 71 | N/A | 70 | | 86 | N/A | 86 | | | | | | | |
| ELL -4 th | 42 | N/A | 70 | | 29 | N/A | 60 | | | | | | | |
| ELL -5 th | 33 | N/A | 70 | | 67 | N/A | 75 | | | 60 | | | | |
| Special Ed.- 3 rd | 27 | N/A | 50 | | 45 | N/A | 60 | | | | | | | |
| Special Ed.- 4 th | 18 | N/A | 50 | | 29 | N/A | 60 | | | | | | | |
| Special Ed.- 5 th | 50 | N/A | 60 | | 6 | N/A | 60 | | | 60 | | | | |
| Low Income- 3 rd | 62 | N/A | 70 | | 77 | N/A | 78 | | | | | | | |
| Low Income- 4 th | 61 | N/A | 70 | | 70 | N/A | 73 | | | | | | | |
| Low Income- 5 th | 69 | N/A | 70 | | 63 | N/A | 70 | | | 60 | | | | |

Observations about the correlation among Smarter, DeSSA, School or District Common Assessments, and Student Grades, please write your response below (Spring 2021):

Provide information following administration of spring 2021 assessments.

Needs Assessment and Plan for Addressing:

Please identify each specific need you will need to address for the 2020-2021 school year, and then provide the following:

- The Priority Area you will be focusing on in addressing each need;
- The Root Cause for your school's need;
- The Major Activities your school will engage in to address the need, including but not limited to, professional learning; and,
- If there is a cost to your Title I budget in order to address each Action Step.

| Specific Needs to be Addressed for 2020-2021 School Year | Addresses Priority # | Root Cause for Need | Major Action Steps, including Professional Learning, to Address Need | Title I Budget Designation (if applicable) |
|--|-----------------------------|--|---|---|
| <i>To improve overall student achievement through the use of research-based instructional strategies and curricular alignment to the Delaware State Standards.</i> | 1, 3, 4, 5 | <i>Stagnant and limited growth proficiency scores on state test scores and district data</i> | <p><i>Implementation of Learning Focus Cadre</i></p> <hr/> <p><i>Ongoing professional learning in LF during staff meeting, monthly district LEAD meetings and PLC's</i></p> <hr/> <p><i>Planning Opportunities for grade level teams to adjust learning tasks and create optimal learning groups</i></p> <hr/> <p><i>District coaching for ILC teachers to revisit ILC schedules and activities</i></p> | |
| <i>To provide additional support to staff to address MTSS needs with student population (ILC, Behavioral needs, TISS)</i> | 1,2,3,5 | <i>Increase in mental health needs impacting classroom learning and student success in the classroom</i> | <p><i>District coaching for ILC teachers to revisit ILC schedules and activities</i></p> <hr/> <p><i>Collaboration with Gina Castelli to provide PD on Teacher Language and Classroom Meetings</i></p> <hr/> <p><i>Create and distribute classroom kits to promote productive classroom engagement</i></p> <hr/> <p><i>Weekly TISS meeting to analyze student data and needs</i></p> | \$5,104.00 |
| <i>To provide support and availability of technology to students, staff and families</i> | 1,4,5,6 | <i>Limited number of chromebooks as we move toward one-to-one leaning environment with platforms (K-2 See Saw) (3-5 Schoology)</i> | <p>Purchase additional Chromebooks/Technology for students</p> <hr/> <p>Provide PD for staff to successfully utilize See Saw and Schoology successfully for remote learning (current and post COVID)</p> <hr/> <p>Provide PD for families to access and utilize the platforms with confidence</p> | \$ 19,319.10 |

| Planning Team | |
|-----------------------------|--------------------------------------|
| Name of Team Member | Position/Representation |
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| Ragen Deck | Parent |
| | Parent |
| Ocean View P.C. | Community Stakeholder |
| Kayla Bollinger | Special Education Coordinator |
| Stefanie McElhinney | School Counselor |
| Amanda Miller | Reading Specialist |
| Wendy Murray | Grade K Teacher |
| Celeste Cathell | Grade 1 Teacher |
| Shannon Gallo | Grade 2 Teacher |
| Jen Polly | Grade 3 Teacher |
| Coleen Ingram Furman | Grade 4 Teacher |
| Adriana Maicey | Grade 5 Teacher |
| Barkley Heck | Assistant Principal |
| Pamela Webb | Principal |
| | |

School-wide Planning Information: (Briefly describe the process the leadership/planning team used to develop this School Strategic Success Plan.)

The Leadership team was pulled together in a zoom meeting to review the School Success Plan. As a follow-up the Top Three Areas of Need from 2019-2020 were sent out to the team to revisit and review with grade level teams. After discussion, the team shared ideas for 2020-2021 needs to address in the new SSP. The challenges of COVID prohibited the team from spending the time working together to analyze state testing data.

Briefly Describe the Specific Activities Your School Will Do to Meet the Following State and District Priorities:

- 1. Engaged and informed families, schools, communities and other agencies**
 - Utilize Blackboard Connect Message system and Class Dojo to inform parents of important information, updates and events.
 - Highlight Student/School Success on LB Facebook page to foster community awareness
 - Parent and Staff Newsletters via Smore
 - Progress reports and Report Cards sent home to parents on dates designated on school calendar
 - Parent Workshop/Title 1 Event(s) focusing on student emotional needs and school technology tools (depending of pandemic phase)

- 2. Safe and healthy environments, conducive to learning**
 - Conduct Monthly safety drills
 - Keep classroom doors locked to ensure student safety
 - Conduct monthly building checks to promote safe and clean building (this may increase based on student return)
 - Introduce SMILE kits in each classroom

- 3. Equitable access to excellent educators**
 - Push in teacher support for EL/IEP/Tier 3 population
 - Continue TEAM room in grades one and two to focus on student needs

- 4. Rigorous standards, instruction, and assessments**
 - Benchmark ELA Curriculum
 - Bridges Math Curriculum
 - Power Standards Alignment – Curriculum Maps
 - SEEDS journal
 - Bookworms
 - Learning Focused Expectations in planning

5. High quality early learning opportunities (only elementary schools)

- Targeted MTSS instruction
- Focused small group instruction
- System 44 for ILC in grades 3-5
- Dreambox
- iReady

6. Responsible fiscal management

- Monitor Title 1 Budget monthly
- Earmark funds for technology deficits
- Hire Title 1 paraprofessional
- Seek stakeholder partnership to assist in instruction in addressing mental health needs