

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Ms. Pamela Webb
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lord Baltimore Elementary School
(As it should appear in the official records)

School Mailing Address 120 Atlantic Avenue
(If address is P.O. Box, also include street address.)

City Ocean View State DE Zip Code+4 (9 digits total) 19970-9152

County Sussex

Telephone (302) 537-2700 Fax (302) 537-2708

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jay Owens E-mail Jack.owens@irsd.k12.de.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indian River School District Tel. (302) 436-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Leolga Wright
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 14 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	86
1	99
2	99
3	88
4	107
5	100
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	579

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.6 % Asian
 - 2.4 % Black or African American
 - 8.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83.9 % White
 - 4.5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	38
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	60
(4) Total number of students in the school as of October 1, 2021	579
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Russian

English Language Learners (ELL) in the school: 6 %
32 Total number ELL

7. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 143

8. Students receiving special education services with an IEP: 14 %
Total number of students served 81

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>14</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>17</u> Other Health Impaired
<u>14</u> Developmental Delay	<u>43</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 12

10. Number of years the principal has been in the position at this school: 8

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	97%	96%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2001

16. In a couple of sentences, provide the school's mission or vision statement.

We, the staff at Lord Baltimore Elementary School, are committed to providing students with the behavioral and academic skills needed to take pride in themselves and the community. These skills will prepare students to accept challenges and set goals for their future to develop their potential as productive members of society. This partnership with parents, staff, and our community will enable students to excel not only in education but life. Motto: "Learning with Others-Believing in Ourselves!"

17. Provide a URL link to the school's nondiscrimination policy.

https://www.irsd.net/departments/human_resources/nondiscrimination

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Parents have the opportunity to complete a school choice application from November to January each year. Student applications are reviewed and accepted based on school building capacity.

PART III – SCHOOL OVERVIEW

Lord Baltimore Elementary School is the heartbeat of our community and is located in the small, rural town of Ocean View, Delaware. Lord Baltimore is one of eight elementary schools within the Indian River School District. Our school and community embrace the challenge and goal of ensuring that all 579 of our students reach their fullest potential and become life-long learners who have acquired the necessary skills to become productive citizens.

When you pass by Lord Baltimore Elementary School, one may admire the two-story brick building that has been a prominent structure in our community for more than seventy years. The hallways have been home to high school students as well as elementary students over the years. In fact, Lord Baltimore High School is etched over the doorway entry of the original building. Other than renovations in 2006, our building has preserved its' old school charm. Buildings require a foundation, solid structures, and bricks to weather gracefully through time, storms, and challenges and our LB family is much like the edifice itself. Our dedicated staff, committed community members, and families collaborate to provide structures, and a solid foundation for our young learners.

On the exterior, Lord Baltimore has remained the same, however our student demographics have changed over the years. Our population at LB has steadily grown both in numbers and diversity. Currently our student population is in excess of 579 students in grades K-5. Our LB family is comprised of 8.61% Hispanic, 83.94% Caucasian, 2.34% African American and 0.66% Asian American. Among our subgroup characteristics 5.52% are classified as multi lingual learners, 24.76% low income and 14% are classified as students eligible to receive special education services.

Although our low-income numbers have decreased over the years to 24.76 %, we have seen a large increase in the number of students that are being raised or supported by grandparents. Student needs are evident by the number of students requesting participation in our backpack program and increase in the number of families that request support and help during the holidays.

The students of Lord Baltimore have made exceptional progress in meeting state standards on the Delaware System of Student Assessment (DeSSA) as evidenced by the level of achievement in the areas of Reading, Mathematics, and Science. The teachers, specialists, and administrators use a variety of data sources to design and implement differentiated instruction at all grade levels. Student progress is monitored regularly which allows interventions to be provided in a timely manner using the Multi-Tiered Systems of Support (MTSS).

Dedication and determination to support student success have resulted in various accolades at the state level. Lord Baltimore earned a rating of "Superior" from Delaware's School Rating system from 2008-2011 due in part to the percentage of students who had met or exceeded the Delaware Standards. More recently in 2018 and 2019 LB was recognized as an elementary school that "Exceeds Expectations." These awards recognize schools for their commitment to student growth and the percentage of students who are proficient or advanced as measured by standardized assessments in Reading, Math, Science and Social Studies and finally LB was recognized as a National Blue Ribbon School twenty-two years ago in 2001.

Engaging families and the community in student learning are recognized as important components for student success. Lord Baltimore has been recognized as a school community where parents, teachers and the community collaborate for the benefit of all students. LB works to maintain a positive atmosphere by having an open- door policy where all members of the school community feel comfortable and welcome. Parents receive frequent communication through the Class Dojo platform and AlertNow messages to stay connected. Our Parent Teacher Organization (PTO) is actively involved within our school and supports school initiatives and goals.

LB has created strong community partnerships. These partnerships help to support students' academic, social and emotional needs. We have a mentoring program where students spend thirty minutes a week with a mentor focusing on social and academic skills. The LB Lions celebrate student academic performance

each marking period by hosting our Lions Club of Excellence. Other partnerships that support our students include: Ocean View Police Department, Lord Baltimore Women's Group, Quiet Resorts Charitable Foundation, Friends of the South Coastal Library, and Read Aloud Delaware.

Lord Baltimore Elementary staff is committed to helping all students to learn and grow as well as increase the level of student achievement by addressing academic as well as social emotional needs through the growth mindset philosophy. Returning from the pandemic proved challenging for students and staff alike. It was imperative that we took time to rebuild relationships and create positive, safe learning environments for our young learners. Our counseling team was instrumental in supporting the return to the building. LB adopted a schoolwide initiative to start each day with a morning meeting to create a sense of unity and belonging within each classroom. With the increase of emotional challenges, the implementation of "Calm Down Corners" and "Mindful Bins" were introduced in all classrooms, this addition allows students to de-escalate within the academic setting.

As a member of the Lord Baltimore family, we embrace our motto, Learning with Others, Believing in Ourselves. Students as well as staff can learn from one another each and every day. We provide our young learners access to rigorous academic instruction and social emotional supports so they become more confident and active learners within our school community and beyond.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

At Lord Baltimore Elementary, teachers collaborate to plan English Language Arts lessons that are aligned to the Delaware Content Standards using the Benchmark Advance Curriculum. This is a balanced literacy program that is vertically aligned from kindergarten to fifth grade where students focus on reading, writing, listening and speaking as well as language instruction. Each Benchmark Unit has three weeks of instruction providing an intensive comprehension workshop that moves students from modeling and guided practice to independent application and transfer of strategies during independent practice. Within the three weeks of instruction, there is a gradual release of comprehension instruction, allowing within week one for teachers to model and provide guided practice opportunities within the whole group instruction and the mini lessons which are designed to introduce students to the new skill, concept or standard. (I Do, We Do, You Do) During weeks two and three students participate in whole group lessons as well as mini lessons to focus on collaborative reading of complex text and annotating consumable text to strengthen comprehension skills. Students are given the opportunity to use text evidence to support their thinking and enhance their writing. Students participate in a thirty -minute MTSS block daily to focus on targeted instruction of specific reading skills. Groupings are configured according to the data from formative and summative assessments. The data drives instruction addressing student needs whether interventions need to be provided to address areas of concern or provide activities that will extend the learning for the student that needs to be challenged. Teachers spend time at weekly Professional Learning Communities (PLC's) to analyze data and develop rigorous lessons in ELA.

Assessments are continuous and necessary to gauge the level of student performance. At LB, students participate in both formative and summative assessments by taking the Benchmark weekly and unit assessments. Teachers also administer assessments at the beginning, middle and end of the year to effectively monitor progress and grade level growth in reading fluency and comprehension by administering Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Continuous monitoring helps the staff identify and address needs of an individual student or subgroup. Equitable practices are in place to ensure that every effort is made to support, extend, enrich and refine the learning of all young learners.

1b. Mathematics curriculum content, instruction, and assessment:

In Mathematics, the Bridges Curriculum offers a unique blend of problem solving and skill building in all classrooms from Kindergarten through fifth grade. This program is fully aligned to the Delaware State Standards and focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills and provides students with the skills needed to solve complex problems. As teachers plan, there is whole group instruction, structured investigations and an opportunity for students to explore, providing an opportunity for students to expand their mathematical thinking and reasoning abilities through the Mathematical Practices. Visual models are introduced in Kindergarten and become increasingly more complex as students' progress throughout each grade-level. Another key component of our standards based curriculum is Number Corner, which revolves around a classroom calendar, providing daily practice which introduce, reinforce and extend skills and concepts related to the standards within each grade-level. Each day, new pieces are added to the calendar, providing starting points for discussions and problem solving. Bridges Interventions, is used as part of the Math MTSS process. During this small group opportunity, the instruction is targeted and students work with models and manipulatives to deepen their understanding of the standards and skills for the grade-level.

Teachers have access to various resources to support the learning of grade level math standards. When students struggle with a mathematical concept or skill, teachers are able to utilize intervention kits to perform efficiently. Mathematicians have the opportunity to apply newly learned skills/concepts when they are engaged in Bridges Work Places. These activities are designed to enhance student's learning. The lesson goal is to have students become computationally flexible and efficient.

Dreambox-is an interactive math resource where students can access digital targeted skill lessons to use as an intervention or tutorial opportunity. As an intervention, students are able to work on foundational content that they have not yet mastered. Teachers are also able to assign learning target based lessons where students are struggling or getting stuck in current grade level skills. The math interventionist issues a Dreambox challenge monthly to keep students engaged with at home and in school lesson completions. Students are expected to complete five lessons weekly whether at home or during MTSS time. Each month grade level winners are announced.

1c. Science curriculum content, instruction, and assessment:

Amplify Science is a three-dimensional science curriculum engaging students in using scientific and engineering practices and applying crosscutting concepts as tools in developing an understanding of disciplinary core ideas in order to solve challenging problems. Each unit emphasizes a specific science and engineering practice; investigation, modeling, engineering design, or argumentation (grades 3-5 only).

Investigation units focus on the process of strategically developing investigations and gathering data to answer questions. Modeling units provide students with support in using physical models, investigation through computer models, and the creation of their own models to help visualization of the nanoscale. Engineering units provide opportunities for iterative testing of students' functional solutions of complex problems. In grades 3-5, argumentative units provide student access to important aspects of argumentation in an intentional sequence. Student learning is assessed through a series of formative and summative opportunities.

At the onset of each unit, students take a Pre-Unit Assessment to support teachers in gauging students' initial understandings and preconceptions about core ideas. Mid-way through a unit's Progress Build, student progress is assessed in an embedded (grades K-1) or written explanation (grades 2-5) formative "Critical Juncture" Assessment. At grades K-1, Critical Juncture Assessments are embedded into existing instructional activities leveraged for assessment. In grades 2-5, the Critical Juncture Assessments are written explanations and/or argumentation-based tasks. Immediately following the Critical Juncture (grades K-5), students participate in differentiated activities supportive of identified gaps in understanding along the Progress Build. Multiple On-the-Fly formative assessment opportunities are embedded throughout the curriculum enabling teachers to note student progress with disciplinary core ideas, science and engineering practices or crosscutting concepts, sense-making strategies and collaborative work. At the conclusion of each unit, students' understandings of core ideas are evaluated in an End-of-Unit performance assessment (grades K-1) or an End-of-Unit Writing Assessment in either an explanatory (K-5) or argumentative (3-5) format.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Teachers take our K-3 students through foundational lessons on the 4 strands of Delaware Social Studies: Civics, Economics, Geography, and History. These lessons include building key vocabulary and concepts via picture books, state created lessons, and a weekly S.S. publication, Studies Weekly.

In 4th grade, teachers use state model lessons that take a chronological approach to students' mastery of the history and civics standards. The course is organized around three instructional periods, with a short, 20-item assessment delivered to students after instruction. In the first two instructional periods, instruction targets student achievement of the History Standards. In the third instructional period, instruction targets student achievement of the Civics Standards. The context includes historical events and contemporary applications.

Our 5th grade teachers use state model lessons to meet the economics and geography standards. Students spend one half of the year engaging in geography lessons that include related news articles and analysis of maps, charts, photographs, etc. The other half of the year, students focus on learning economics concepts through hands-on model lessons that include materials from banks, businesses, and economic-related current events.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Lord Baltimore students have the opportunity to experience a forty-five minutes related arts class each day at school. These experiences help develop the whole child and promote creative engagement.

In music, students in kindergarten through fifth grade experience a variety of musical concepts such as pitch, melody, beat and rhythm through singing, movement, instruments and games. Concepts are scaffolded to build music literacy and ultimately prepare students to be able to join beginning band in fifth grade. Each grade focuses on the topics listed in the National Core Arts Standards of Creating, Performing, Responding and Connecting.

Kindergarten: steady beat and musical opposites (high/low, loud/soft, fast/slow, long/short)

First Grade: Beat vs. Rhythm, Rhythm counting (ta, ti ti, rest), Pitch identification (so, mi, la), Form (same vs. different), Naming kindergarten opposites (high/low becomes so/mi, loud/soft becomes forte/piano, long/short becomes ta/titi)

Second Grade: Rhythm counting (half note, sixteenth notes), Pitch identification (do, re), Forms (AABA, AAAB, AABC, etc)

Third Grade: Rhythm counting (sixteenth note combinations), Pitch identification (low la, low so), Form (Rondo), Baselines/accompaniment (home and away)

Fourth Grade: Rhythm counting (review all and add syncopation), beginning band preparation through recorder instruction

Fifth Grade: Part singing (middle school choir prep), Ukuleles

Music supports the acquisition of many essential skills. Through listening to music, forming opinions and sharing them with peers, students have many opportunities to practice their speaking and listening skills. Starting in third grade, more time is spent discerning fact from opinion when sharing musical observations using sheet music and live performances to cite factual evidence. There are many times that students practice organizing and patterns but those skills are especially prevalent when students compose and perform their own music. They practice presentation skills when they share compositions with their classmates or apply them to instruments. While listening to music or analyzing to determine form, students practice their compare and contrast skills. We also compare and contrast when comparing different genres or instrument families. Music students practice many math skills such as addition and subtraction and fractions while reading, composing and performing rhythms.

Lord Baltimore artists participate in art instruction that addresses the National Core of Arts Standards of Creating, Performing, Responding and Connecting. These standards and student interest guide lesson development in all grade levels. Students are able to apply newly acquired skills and demonstrate their knowledge of content through projects, tasks, and creations. Lesson essential questions ensure that students understand the "WHY" of each lesson while fostering creativity. Students have the opportunity throughout

the year to enter various art contests to showcase their skills and talents. Art work is submitted to the Rehoboth Art League show each spring. Our community connection through the Arts is paramount.

2b. Physical education/health/nutrition

Lord Baltimore students participate in physical education each week for forty-five minutes. Knowing the importance of activity and movement, all students enjoy recess time daily for at least twenty minutes with their grade level peers.

Research has shown that students who are more physically active during childhood and adolescence are more likely to pursue exercise throughout their lifetime. As a result, our goal is to create an atmosphere that fosters a love for various types of physical activity that students can perform both in and out of the school setting. At Lord Baltimore, we focus on developing physical skills, understanding the benefits of physical activity, developing strategies and tactics related to movement, and how to demonstrate respect for ourselves and others.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Lord Baltimore students visit the technology room for forty-five minutes weekly to participate in both technology and STEM lessons.

Students need to be prepared to use technology effectively and understand the 21st century skills needed for their future. In this class we are following the ISTE standards to help get students ready for their future endeavors. The ISTE standards include being an empowered learner, responsible digital citizen, a knowledge constructor, innovative designer, computational thinker, creative communicator, and global collaborator. Students participate in Common Sense Media Digital Citizenship lessons, learn about typing skills through Typing Club and Typing.com, participate in coding activities through Code.org, CodeSpark, and Kodable. They also learn about typing research papers and presentation skills through Google Docs and Google Presentations. In this class we also participate in STEM lessons to help students become problem solvers of real-world issues that they may face in the future. Students complete Lego challenges, build traps, and design projects that promote inquiry, collaboration, organization, and reading and writing into the lessons. Today's world requires that students are technology literate for their future careers and teaching students at a young age about technology gets them ready to be responsible digital citizens.

Another classroom where students can utilize their research skills is the library. In the library, children practice independent reading skills, learn about authors and research. In grades K-2, student focus is on the Reading Literature Standards (RL) with emphasis on essential reading skills, such as story elements, main idea and key details, text features and problem and solution. In grade 3-5, students focus on the application of research standards, using digital reading and evidence-based research sites, taking notes from credible sources, and summarizing information. Across the grade levels, speaking and listening skills are addressed in order for students to become familiar with discussion norms and presenting information. All of this to highlight and support equity, choice and student voice in the library. The greatest asset within the library is the thousands of books that are available for students at all levels. Lord Baltimore's young readers have the opportunity to select books of varying levels and topics to further strengthen their reading skills each week.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

Lord Baltimore's staff is dedicated to doing what is "best for kids"! Our team is exceptional at planning lessons to meet the diverse learning needs of all students. Teachers collaborate with district coaches, administration, and grade level team members to develop effective lessons and learning opportunities. For students performing below grade level, we engage our Targeted Intervention for Student Success (TISS) team to review data of struggling students. Through data-driven decision making and purposeful planning, educators are empowered to deliver differentiated instruction and the individualized support students need to succeed and grow.

For students that are performing below grade level, data discussions are essential. Grade level teams meet at weekly Professional Learning Communities (PLCs) in order to make data-informed decisions in the delivery of curricula, instruction and assessment. These decisions allow for the team to strategically place students in groups to address individual needs during intervention time. (MTSS Block)

Students receive additional resources, such as, visuals, scaffolding, and cues to help them succeed with appropriate accommodations. Students may require emotional support in addition to academic support. Teachers communicate with team members to request flexible seating and fidgets when needed to address social-emotional needs as well.

During the third marking period, we initiated a program called the Morning Buzz. Teachers offered additional support two mornings a week before the start of the school day to work with students that were below grade level. Struggling students in each grade level were invited to participate in the morning program based on curriculum unit assessment data and mid-year iReady diagnostic data. Attendees were provided a snack, tailored instruction, and encouragement that started their school day off on a positive note. LB is committed to closing the achievement gap through intentional, student-centered, rigorous instruction.

3b. Students performing above grade level:

Students who perform above grade level are offered enrichment opportunities within the classroom. Within PLCs, teachers focus efforts on designing rigorous lessons that challenge students to use critical thinking skills to extend and refine their learning. Students participate in inquiry projects, novel studies, and projects to enhance learning.

Students who perform above grade level are offered enrichment opportunities within the classroom. Within PLCs, teachers focus efforts on designing rigorous lessons that challenge students to use critical thinking skills to extend and refine their learning. Students participate in inquiry projects, novel studies, and projects to enhance learning. Students complete lessons on Dreambox and iReady. These digital platforms allow teachers to monitor student progress and assign lessons based on individual student levels. Lord Baltimore offers two enrichment programs to students in grades 3-5. Thinkers in Engineering and Science (TIES) is a program for third grade students that focuses on critical thinking skills along with Math, Science, and Engineering. Targeted students demonstrate high levels of academic achievement in their classroom. TIES fosters thinking processes necessary for academic success in higher thinking activities and programs. While in TIES, students need to maintain good grades, complete schoolwork and demonstrate appropriate behavior. TIES meets in school once a week for 45 minutes.

Our second enrichment program is the ExCEL program (Exceptional, Cognitive, Enrichment Learning) for students in grades 4 and 5 who demonstrate or who have the potential to demonstrate, superior intellectual abilities and academic aptitudes. The program provides a differentiated educational program in the area of general intellectual ability. Participating students engage in small group instruction provided within the school day. ExCEL meets in school once a week for 120 minutes and provides enrichment opportunities to foster the development of higher mental processes, independent study, and problem solving.

3c. Students with disabilities:

Special Education students in Lord Baltimore Elementary School are provided accommodations and modifications necessary to meet their goals. We believe that all students when provided with the correct supports, can learn and achieve the goals in their individualized education plan (IEP). Fourteen percent of

our student population have an IEP and receive services. Each year, administration looks closely at the special education needs at each grade level to ensure that team rooms or the correct number of dual certified staff members are on each grade level. Students are provided the necessary scaffolds or accommodations to access grade level content and materials. Progress on IEP goals are monitored weekly in order to collect data points for marking period goals. This progress is reported to parents each marking period and sent home with the report card. Our families are important members of the IEP team. We work hard to connect and communicate with parents to determine eligibility for services and appropriate educational goals.

Teachers and our special educational coordinator work together to design and implement picture schedules for students that need visual cues or breaks to regulate their emotions throughout the day. Breaks are built in with one of the counselors if there is an emotional need or goal. If this intervention is not successful, the team will convene to determine if there is a need for a formal behavioral plan.

3d. English Language Learners:

Lord Baltimore supports Multilingual Learners (ML) through pull-out sessions as well as the inclusive model. At the beginning of the school year, the ML coordinator administers a test, Accessing Comprehension and Communication in English State -to -State (ACCESS) to determine eligibility for services. Students who qualify will receive additional services to increase English language skills. Students preview curriculum material and vocabulary words before it is introduced in the regular classroom to build background knowledge. When the ML teacher pushes into the classroom, she is able to maximize instruction in the general classroom setting. The ML teacher collaborates with the classroom teacher to develop lessons to meet the language and academic needs of each student based on ACCESS scores and classroom performance. The district ML supervisor provides modified assessments and resources for the ML coordinator and classroom teachers. On the district hyperdoc, teachers can locate WIDA Can Do Descriptors to better understand the different levels of proficiency in order to determine individual needs. There are three parent teacher conferences held each year. Teachers are encouraged to meet with all students during the school year to share strengths and areas of growth with each family. Staff has access to the hand held PocketTalk device that assists in translating for non-English speaking families. Translators can be scheduled as well to ensure quality communication between families and school.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Lord Baltimore Elementary works hard to build an inclusive school climate where students feel safe, supported and valued. Providing an academically challenging learning environment focusing on the growth mindset empowers students to take risks while engaging in daily lessons and activities. When you walk the halls of LB, your first encounter is a colorful student created mural highlighting the “growth mindset”. This schoolwide masterpiece brightens the beginning of each day reminding students that effort and perseverance can lead to success.

LB’s motto: “Learning with Others and Believing in Ourselves” resonates throughout the building. Teachers plan student centered lessons using high quality instructional materials where students participate in collaborative partner and group discussions to take ownership in their learning experience. Students participate in goal setting opportunities throughout the school year to monitor how their effort and engagement contribute to their growth and success.

Lord Baltimore provides equitable student supports and community resource connections for services. Read Aloud Delaware and our Mentoring program engage students in reading opportunities as well as social encounters. Students that participate in these programs are more apt to attend school because they value this relationship. Girls in grades four and five have the opportunity to participate in “Girls on the Run”, while our male students participate in “Let Me Run”.

Students can earn dojo points for effort and working at school allowing them to attend PBiS events (Positive Behavioral Interventions and Supports) each marking period. These events, such as Beach Blanket Bingo and Dance Party have been very successful and fun for all attendees. Schoolwide rules and expectations are visible in the building so students are aware of daily expectations.

All students engage in the gardening endeavor on the Lord Baltimore campus. The mission of Healthy Foods Healthy Kids is to inspire healthier lives by providing our youth with a joyful gardening experience. Students prep the soil, plant the seeds, water the seeds and harvest the vegetables. Students have the opportunity to eat the fresh vegetables they have grown and learn that vegetables are grown, not just purchased in the grocery store.

All students at Lord Baltimore have the opportunity to participate in the Mile Challenge Club. Students have a QR code to scan when they walk laps around the track. Student names are announced on the morning announcements as mileage goals are met. The 5th grade focus group meets with administration each marking period to promote student leadership and equity. Students are recognized each week for following the schoolwide rules and respecting others. Two students from each grade level are awarded Student of the Week each Friday and their pictures are posted on social media. Library Leaders are responsible for managing book collection and helping others use the library for personal and academic uses. These programs build leadership capacity in our students.

2. Engaging Families and Community:

Lord Baltimore Elementary is deeply connected to the Ocean View community, where parent involvement and community relationships directly impact student success. Stakeholders and parents are actively involved in our school throughout the school year. Some community partnerships include the Ocean View Police Department, Quiet Resorts Charitable Foundation (QRCF), Atlantic Community Thrift Shop (ACTS), and area churches. Each marking period the LB Lions group supports the Club of Excellence where students who earn 93% or higher in all academic areas are recognized. The Friends of the South Coastal Library (FOSCL) group supports our students with visiting authors and programs to promote reading and writing. The Lord Baltimore Women’s Club supports our students social and emotional needs by funding the implementation of our sensory path and Mindful Minds Bins. These bins are filled with sensory items and resources for each classroom teacher to place in their calm down corner. These community relationships aid

in providing incentives, food, and resources for learning, as well as daily living necessities for students.

Our Parent Teacher Organization (PTO), a volunteer group of parents and teachers meet monthly to influence the quality of student education and school improvement. Participation in the PTO is a great way for parents to meet other families and build relationships with school staff members. Our PTO sponsors multiple events throughout the school year to support our students, teachers and community. At the beginning of the school year, families are invited to a Back to School Night where families interact on the school playground and enjoy snacks. LB PTO partnered with QRFC for the Bunny Palooza 5K race in Bethany Beach. Proceeds from this event will raise funds for scholarships for area high school students and a soccer goal for LB students to enjoy at recess. Our PTO raises funds to support student field trips, programs and school climate.

Our school community partnered with the Town of Ocean View to support the funding for LB to have a school resource officer from the Ocean View Police Department. Parents and staff members alike appreciate the district and community commitment to safety. LB's Student Resource Officer (SRO) coordinates with administration to bring in safety programs such as Eddie the Eagle focusing on gun safety, Bike Rodeo- focusing on bike safety and Drug Awareness Day. Our district constable and SRO collaborate on duties to ensure the safety of Lord Baltimore staff and students.

3. Creating Professional Culture:

Staff at Lord Baltimore Elementary School value continuous professional development and strive to be lifelong learners. At the beginning of the school year, staff members meet to set professional and student growth goals. Believing that we are all in this together, admin and staff alike view the district initiatives and student needs to parallel schoolwide goals. Based on areas of growth, monthly professional development is created to promote a schoolwide focus on instruction.

Professional growth is vital to the continuous cycle of improvement of the school and building teacher capacity. Teachers deserve meaningful professional development opportunities that directly enhance their instructional practice. Administration delivers professional development during monthly faculty meetings and invites teacher leaders to participate in the presentation. The building leadership team serves as a voice for the staff and assists with the rollout of many building projects. Leadership members share opinions and offer feedback to continually improve Lord Baltimore.

Professional Learning Communities (PLCs) occur every week where grade levels have the opportunity to collaborate on lesson planning, grade district assessments, and analyze student data. This collaboration with each other allows teachers to dig into data and drive their instruction. When teams analyze student data, teachers are able to identify strengths and areas of needs so teachers can provide targeted supports for students. When the need arises, grade levels reach out to building specialists or district coaches to help adjust pacing of the instructional calendar or provide resources to ensure instruction is adequately preparing students for year-end standards.

This year LB had a "BEE" theme where staff and students were encouraged to "BEE their Best"! One initiative that was used to create professional culture was to recognize staff members each month at the faculty or weekly newsletter by awarding a "HIVE FIVE" This small slip of yellow paper is powerful. Staff members fill out the slips and share with administration recognizing their peers for many great acts. To start the year off, administration invited staff members to school to meet the BEE and participate in team building activities. The event concluded with a community scavenger hunt where teachers thanked community sponsors for their support. This atmosphere of fun created a positive professional culture among the staff members where they had the opportunity to laugh and establish a relationship of trust before the school year even started.

4. School Leadership:

Lord Baltimore's school leaders believe that all students can learn and are committed to making decisions based on what is best for students. Administration wants teachers to feel supported and valued as we work

together as a team to create an optimal learning environment. Relationships are important to both building administrators who do their best to lead by example. School leaders, start every day by welcoming each bus as it arrives and greet each student as they enter the building. It is important to be visible and present throughout the building so both staff and students are comfortable when leaders visit classrooms for learning walks. Learning walks are used to communicate with staff on effective teaching practices as well as opportunities for reflection. Following classroom visits, administration leaves positive notes or meets to provide coaching feedback based on the lessons observed. Staff members select a professional growth goal at the beginning of the school year and administrators provide feedback during the year on this goal before the summative conference. School leaders have an open-door policy where staff members feel welcome to bring concerns and ideas.

Administration attend PLCs as a team member to learn more about the instruction and student progress. Being present during the creation of MTSS groups allows the grade level team and specialists the opportunity to share data and determine where instruction is solid and address any gaps that are present. School leaders are not always the principal and assistant principal. Opportunities present themselves where team leaders, cadre members, committee members take a leadership role to present at faculty meetings or lead sessions focused on areas of expertise.

Administrators encourage staff members to serve in a leadership capacity in the building. Math and ELA cadre members share information with their teams to keep grade levels informed on curriculum changes, district instructional initiatives, lesson enhancements, and pacing. The leadership team includes representatives from each grade level and support staff members. This team meets monthly to address relevant school operations, make instructional decisions, and develop the School Success Plan (SSP). Each summer, we meet for a day to plan for the upcoming school year. The leadership team along with parent representatives collaborate to determine school goals each year that are reflected in the SSP. The Sunshine Committee supports the staff during challenges and celebrations as well as plans social events to promote positive school climate. The PBiS team meets periodically to analyze discipline data and discuss ideas to address behavioral concerns. This team is tasked with the job of establishing a positive school climate and culture that is safe and conducive to learning.

5. Culturally Responsive Teaching and Learning:

Parents and students participated in a district survey on addressing racial microaggressions focusing on questions pertaining to diversity, equity, inclusion, unconscious bias, and racism. The district stated that we are committed to ensuring that schools have an inclusive, engaging and supportive environment. Information gathered from the survey's outcomes will be used to help us understand how future decisions on policies, curriculum, and daily life in our schools can be improved.

Equity team members share district information with the staff and take the initiative to create Equity Clubs this year. Staff members surveyed their students about interests and activities in which they would like to participate. Students signed up to participate in a variety of clubs based on their diverse interest. Some examples include: Lego Club, Cup Stacking Club, Yoga Club, and Nature Club.

Each morning, Lord Baltimore students participate in Morning Meeting with their classmates. This allows all students to feel a sense of belonging as a member of their classroom family. Mental Health counselors prepared the Morning Meeting slides at the beginning of the year so that teachers could spend additional time getting to know students and their families. This forum fosters a sense of unity in a safe environment. "Bee-ing" kind and "Bee-ing" respectful are expectations in our building and reinforces as school rules are modeled and discussed during morning meetings.

Communication with families takes place on a digital platform, Class Dojo. This feature allows teachers and parents to stay connected and share important school information. There is a translation feature on Class Dojo that allows families to communicate clearly.

In an effort to meet diverse needs of all students, families, and staff, we offer a myriad of support services in order to address their needs in a culturally respectful manner. Suggestions are welcome from the community

as our population changes each year. We continue to seek professional development opportunities to promote cultural awareness and to provide a safe learning environment for all students. Post Covid, we learned that we have an increasing number of students that are being raised by their grandparents. Now that our district provides each student with a chromebook for instructional support, we learned that there was a need for technology support for our families. Guardians are invited to attend Family Nights to learn about the curriculum and how to utilize the chromebook efficiently. Hopefully by providing resources and training to our families there will be less frustration when assignments come home.

Our motto of "Learning with Others - Believing in Ourselves" empowers our school community to acquire confidence in their own abilities yet find strength in teamwork.

PART VI - STRATEGY FOR EXCELLENCE

One of the most instrumental models that contributes to the success of Lord Baltimore is our TISS system that is in place. This early intervention for struggling students is designed to focus on the whole child.

Lord Baltimore's staff utilizes the TISS (Targeted Instruction for Student Success) team and MTSS (Multi-Tiered System of Support) as a means of gathering data, identifying needs, and targeting interventions for all students' academic, behavior, medical, and social/emotional needs. Communication, the implementation of researched based interventions, highly effective teachers, and teamwork are all paramount to the success of MTSS and TISS at Lord Baltimore Elementary.

Our MTSS process for academics begins with the analysis of Reading and Math data. This information is updated and reviewed every 3 weeks in a PLC with teachers, interventionists, and the administration in order to monitor students' growth and modify Tier 1, Tier 2 and Tier 3 interventions as needed. The Reading interventions target specific skills recommended by the National Reading Panel's research on best practices in reading instruction.

When teachers or administrators have concerns about student's behavior or social/ emotional needs, they have the ability to use a digital referral tool so a counselor can address the concern right away. The School Counselors also conduct targeted MTSS groups for students to help them employ strategies for managing anxiety, trauma, or other life events.

The TISS team, comprised of the administrators, the Reading Specialist, the Special Education Coordinator, the School Psychologist, School Counselors, Reading and Math Interventionists, the ML teacher, the school nurse, and classroom teachers is used to create intervention plans for students that are not making growth with their current intervention plan. This purposefully selected team meets weekly to discuss students' progress with teachers. Information from each meeting is shared with the parents and a case manager is assigned to check-in on students' progress. Parents are also invited to join the TISS team to discuss students' progress as needed.

At the end of each TISS meeting the team previews the list of students for the upcoming week, so all case managers have a focus for the upcoming week.