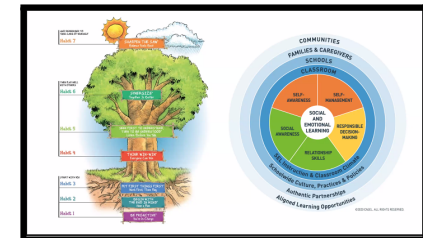


Booker T. Washington Elementary School

Capital School District | Dover, Delaware



School Success Plan for 2022-2023





Contact Information			
School:	Booker T. Washington Elementary School	Principal:	LaWanda Burgoyne
Address:	901 Forest St, Dover, DE 19904	Phone:	(302) 672-1900
Website:	www.btw.capital.k12.de.us		

School Success Plan Team-Membership			
Name	Role	Name	Role
LaWanda Burgoyne	Principal	Lena Hall	Teacher
Amanda Bodine	Instructional Coach	Latisha Robinson	Teacher
LaTende Henry	Teacher	Emily Quiroz	Teacher
Amy Stewart	Teacher	Julie Eaby	Teacher
Michelle Wilson	Teacher	Raysheetta Davis	Teacher
Sheri Harrington	Teacher	Carrie Willoughby	Teacher
Adam Baughman	Teacher	Kirsten Loutsenhouser	Teacher
Sylvia Tolson	Teacher	Patrick Casey	Counselor



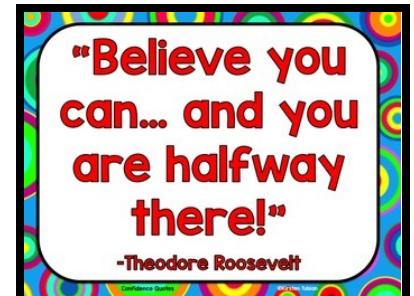
School Success Plan Team Membership Continued

Name	Role	Name	Role
LaToya Reese	LCSW		
Carla Lewis	Reading Teacher		
Briana White	School Social Worker		

School Success Plan Team Meetings



Date	Description of Meeting
January 20, 2021	Principal/Leadership Team Review of SSP Goals
February 24, 2021	Leadership Team reviewed goal content and adjusted as needed in preparation for (whole staff) meeting in March
March 19, 2021	Gathered Teacher Feedback related to students' strengths and needs (Whole Staff)
May 7, 2021	Leadership Team Review of Academic Goals
May 13, 2021	Leadership Team Review of SEL Goals
May 19, 2021	Review of Academic and Culture/Climate Goals-(Whole Staff)
June 15, 2021	Finalizing of Academic and Culture/Climate Goals (Whole Staff)
March 29 & 30, 2022	Review of Goals-Principal, Counselor, Instructional Coach
Apr 1, 2022	Review of Academic and Culture/Climate Goals (Whole Staff)
Jun 16, 2022	Whole School Review
September 13, 2022	Review & Revision of all Goals & Action Steps (Whole Staff by Action Teams)
Sep 23, 2022	Whole School Review



Active Building Committees

Committee Name: PBS/LIM Committee	Committee Name: Crisis Response Team	Committee Name: MTSS Team	Committee Name: BTW Parent Teacher Organization, PTO
Description: Review Overall PBS & Leader In Me Building Implementation	Description: Core Crisis Response Team-Includes point members for responding to heightened situations	Description: Review students in Tier 2 and Tier 3, Monitors student progress throughout the year, determines if there is a need for further assessment based on data	Description:
<u>Members</u>	<u>Members</u>	<u>Members</u>	<u>Members</u>
LaWanda Burgoyne	LaWanda Burgoyne	LaWanda Burgoyne	Danielle Cross, President
Sylvia Tolson	Kenny Roach	Carla Lewis	Jessica Abernathy, Vice President
Raysheetta Davis	Dr. Jaqueline Hampton	Dr. Hampton	Michelle Wilson, Treasurer
Erin O'Neill	Megan Holdridge	Megan Holdridge	Amy Stewart, Staff Liaison



Lena Hall	Barry Gaines	Amanda Bodine	
Pat Casey	Ryan Matthews	Rebecca Morgan	
Julie Eaby	La Toya Reese	La Toya Reese	
Latisha Robinson		Kimberly Burton	
Maya-Imani Dear		Briana White	
Alexis Waller		Jessica Webb	
		Emily Quiroz	
		Carrie Willoughby	
		Kirsten Loutsenhizer	
		Patrick Casey	



Vision Statement

Spurring the Audacity of Hope to advance Excellence through Innovation

Core Values

Excellence through Equity- striving to differentiate how we support the needs of our students.

Unity through Love- striving to advance strategic partnerships that address the holistic needs of students.

Leadership through Inclusiveness- striving to create more transparency while strengthening our communication efforts.

Strategic Plan Intent #1 - Linear and Streamlined District Linked Priorities - Communication

Key Outcomes: ***Analysis of Community and Stakeholder Engagement; Analysis of Professional Learning, Analysis of Access to Equitable Educators***

- (1) Communication will increase to all stakeholders - students, parents, staff, and community members
- (2) Students will report greater connectedness to the school community
- (3) Student grades will improve
- (4) Student attendance will improve
- (5) Student standardized test scores will improve
- (6) Student behavior incidents decrease
- (7) 10-15 year Facility Plan is accepted by community of stakeholders
- (8) Teachers report feeling supported
- (9) Highly qualified teacher retention will increase across the district
- (10) Opportunities for and participation in extracurricular activities increase



**Strategic Plan Intent #2 - Meeting the Needs of the Whole Child
Linked Priorities - Care, Capacity, Continuous Improvement**

Key Outcomes: *Analysis of Safe and Healthy Environment (Attendance, Behavior); Analysis of Rigorous Standards, Instruction & Assessment (MTSS)*

- (1) Proficiency rates increase (Acadience, STAR, SBAC, DeSSA, SAT, PSAT, etc.)
- (2) Increase accessibility to social and emotional resources
- (3) High School graduation rate increases
- (4) Student dropout rate decreases
- (5) Student attendance rates increase
- (6) Staff with dual certifications increases in Special Education, Gifted/Talented, ELL
- (7) Staff with national certifications will increase
- (8) Behavioral incidents decrease
- (9) Students receiving multiple behavior referrals decreases
- (10) Increased student engagement
- (11) Enrollment across the district increases
- (12) Increased positive perception of schools by all stakeholders
- (13) Individual Education Plans (IEPs) will be implemented with fidelity



Strategic Plan Intent #3 - Senator Pride Linked Priorities - Community

Key Outcomes: *Analysis of School Climate Areas*

- (1) Teacher job satisfaction improves
- (2) Students report feeling safe
- (3) Teacher retention improves
- (4) Parental involvement increases
- (5) An increase in educator applicants through “Join Delaware Schools”
- (6) Student enrollment will increase
- (7) Student involvement increases – curricular and extra-curricular
- (8) Partnerships with community organizations increases

District Balanced Scorecard

[Link to Balanced Scorecard](#)

The Balanced Scorecard is a framework that communicates the targets from each Strategic Intent (SI) to all stakeholders. Each Key Performance Indicator on the Balanced Scorecard is aligned to a Key Outcome that was determined by the three SI teams. The Balanced Scorecard measures the targets over the next five years and includes annual milestones. In addition to annual milestones, work groups may identify interim data sources to more closely monitor their progress. The Scorecard will serve as an important tool for aligning our initiatives, gaining systematic feedback, and monitoring progress.

School Profile

About Booker T. Washington

Booker T. Washington's school motto is Best in the World...and Getting Better. This statement supports our staff's growth mindset and the belief that every child can be engaged in the learning process and can achieve great things. In 2016, BTW was recognized as a National Title One Distinguished School due to the high academic performance of our students. Each staff member at Booker T. Washington works collectively to engage and support all of our children. We focus on nurturing a love for learning by providing differentiation and enrichment in the areas of English Language Arts and Mathematics through implementation of the Common Core standards. We utilize the Reading Wonders and iReady programs as a vehicle to support the standards.

We focus on providing a safe, nurturing, and inclusive environment where each child's uniqueness as an individual is recognized and celebrated. BTW is the home of Capital School Districts Alpha program, as well as, a satellite site for the Delaware Autism Program. Our goal is to provide developmentally appropriate and engaging strategies and tools to meet the diverse learning needs of all of our children.

At BTW, we implement Positive Behavior Support (PBS) strategies to proactively teach and support positive behaviors in classrooms and throughout the building. We teach our students to follow the I Care, I Listen, I Respect, I am Responsible rules by showing them what that looks and sounds like during each part of their day. In addition to our school wide expectations, students are instructed on our monthly Leader in Me Habits. Through teaching, modeling, rehearsing, and reinforcing our positive behavior expectations, students are set for success. We work collaboratively with our PTO, parents, families, community partners, and faculty to create and support a climate of mutual respect and understanding where students can come to school prepared and ready to learn every day.





Delaware School Success Framework

[Link to School Profile](#)

The Delaware School Success Framework (DSSF) is the statewide system of accountability for publicly reporting progress in multiple areas at both the district and school levels. Federal law requires a single statewide system of accountability that replaces the previous Adequate Yearly Progress (AYP) system under No Child Left Behind (NCLB). This is the second year that the DSSF has been released. The reports focus on five areas: Achievement, Growth, On-Track to Graduate, College and Career Preparation, and Contextual Measures. Four of the areas (excluding Contextual Measures) are used to calculate star ratings (1-5 stars) in each area.

Booker T. Washington Elementary Needs Assessment

[Link to Needs Assessment](#)

The Needs Assessment is a systematic process for determining and addressing needs or “gaps” between current conditions and desired conditions or “wants”. The school Needs Assessment allows teams to collect and analyze school level data in an ongoing process throughout the year in order to develop goals, monitor progress towards goals, and reflect on outcomes to determine next steps.



Identified Goal #1

Identified Goal #1			
Goal Description	Further implementation of PBS/LIM to enhance school climate and support Student to Student Relationships		
Strategic Intent Alignment	SI 1-Linear & Streamlined SI 2-Meeting the Needs of the Whole Child SI 3-Senator Pride	Key Outcomes Alignment	<ul style="list-style-type: none"> - Students will report greater connectedness to the school community - Teachers report feeling supported - Increase accessibility to social and emotional resources - Student attendance rates increase - Increased student engagement - Students report feeling safe
What identified need(s) are you looking to address?	<ul style="list-style-type: none"> ● Increase accessibility to social and emotional resources for students, staff, and families ● Student involvement/leadership opportunities increases – curricular and extracurricular activities ● Students report feeling safe and have built relationships with staff and other students ● Increased opportunities for student voice & choice (classroom decision making, advocating for self, input in creating physical environment) 		
What data have you analyzed to determine the need?	<u>Padlet Teacher Feedback from SSP review March 2021- Leadership</u> <u>Padlet Teacher Feedback from SSP review March 2021- Behavior Expectations and SEL Needs</u> <u>SSP Presentation March 2021-Climate, Attendance, Behavior</u> <u>School Climate Survey Results 20/21-Student Version</u> <u>School Climate Survey Results 20/21- Staff Version</u> <u>School Climate 2021-22 Staff Results</u> <u>School Climate 2021-22 Student Results</u>		
Target	To maintain and/or increase school climate survey scores the four following sub categories:		



	1-Student-to-Student Relations 2-Clarity of Expectations 3-Implementation of Positive Techniques 4-implementation of SEL Techniques
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Action Plan	Timeline	Point Person(s)	Funding	Status
Leader in Me Continued Implementation: 8 Habits & Leader In Me with LIM Must Haves	September - June	Mrs. Burgoyne	21st Century, School	
Character development, anger management, gratitude, self-care, summer safety and anti-bully lessons, coordinated with LIM lessons, will be completed across all grade levels by Counselor (Tier 1 Support)	October - June	Mr. Casey	21st Century, School	
Continue Super Senator Leadership traits with monthly trait highlight and winners (Bulletin Board, Monthly Certificates, Morning Announcements, Classroom Discussion) Monthly Expectation/Growth Mindset Super Senator Leadership Traits will include: 8 Traits aligned with 8 LIM Habits	October - June	Mrs. Burgoyne	21st Century, School	
Having Student Ownership of the expectations (incorporating student choice and voice.)	October - June	Mrs. Burgoyne	None	
Incorporate Leader in Me into our daily morning announcements. Announcements will include focus on the 8 habits, inspirational message, and birthdays. Announcements will be led with student reporters and will occur at 8:50 am - 9:00 am daily.	October - June	Mrs. Burgoyne	None	



Hold school wide expectations assembly (2x a year) to provide more ownership, buy-in, and recognition for our children when they exhibit positive behaviors. Pre-recorded building/area procedures for students to view and review as needed, Zoom Assembly which includes 8 habits with students/teacher led skits, grade level newsletters, Bitmoji expectations.	January & May	Mrs. Burgoyne	21st Century, School	
Reinforce mindful moment self-check during assemblies/other appropriate times as needed (lunch, transitions, testing, etc) In the Classroom	September - June	Mr. Casey	None	
Develop building-wide mission statement with staff input to be displayed throughout the entire school- *Developed and to be hung on posters displayed throughout the entire school.	October - November	Mrs. Burgoyne	None	
Continue Be Smart personal safety lessons for all grades.	October	Mrs. Burgoyne	State	



Identified Goal #2			
Goal Description	Increase Tier 1 behavior support and practices and decrease student referrals and absences.		
Strategic Intent Alignment	Strategic Intent 2-Meeting the Needs of the Whole Child	Key Outcomes Alignment	<ul style="list-style-type: none"> - Behavioral incidents decrease - Students receiving multiple behavior referrals decreases - Teacher job satisfaction improves - Increased positive perception of schools by all stakeholders
What identified need are you looking to address?	<ul style="list-style-type: none"> ● Behavioral incidents decrease ● Students receiving multiple behavior referrals decreases ● Increased student engagement/attendance ● Increased implementation of Tier 1 & 2 Strategies schoolwide 		
What data have you analyzed to determine the need?	<u>Padlet Teacher Feedback from SSP Review March 2021- Attendance</u> <u>SSP Presentation March 2021-Climate, Attendance, Behavior</u>		
Target			

Action Steps	Timeline	Point Person(s)	Funding	Status
A portion of the Professional Learning Plan for the 2022-2023 school year will be dedicated to the following topics: Leader In Me Implementation and SEL content (overview of effective classroom management strategies and strategies that support social and	September - June	Mrs. Burgoyne	District, School	

emotional learning/ trauma-sensitive classroom practices). All professional learning will align with providing a Safe and Supportive environment and proactive strategies to support students. Based on PD/PLC, teachers will incorporate Tier 1 and Tier 2 strategies within the classroom.				
At the beginning of the school year, the MTSS Team will visit each classroom and provide students with an introduction and brief, kid-friendly description of their role in the school (Principal, Instructional Coach, Counselor, LCSW, Psych, FCT, Constable).	September	Mrs. Burgoyne	None	
Members of the mental health team will facilitate “relationship building” lunches at the BOY for K-4. Related Arts teachers have scheduled lunch bunch opportunities for students.	September - June	MTSS Team	School	
Tier 1 Committee will meet monthly (during 8:15-8:35 time frame) with team members to review grade level expectations with regards to PBIS that will include regular review of behavior data along with check ins regarding the implementation of the LIM program & PBIS.	September - June	Mr. Casey	None	
Continuation of the PBIS token economy (Booker Bucks/Tokens/Tickets). ALPHA students will do monthly maintenance of the PBIS Store.	September - June	Mrs. Eaby	21st Century, District, School	
Grade level PBIS incentives will be continued. Quarterly incentives will be provided with PBS funds.	September - June	Mrs. Burgoyne	21st Century, District, School	
Hold quarterly awards assembly highlighting positive behavior throughout the building (Golden Related Arts Awards/Golden Heart Counselor Award). Students will be recognized in the classroom as well as being recognized at quarterly awards.	September - June	Mrs. Burgoyne	21st Century, District, School	

<p>Continue to implement Tier 2 interventions such as mentoring, check in/out, classroom calm down kits, and small group based interventions to support the needs of students. We will discuss behavior concerns during our tri-weekly MTSS PLCs, check in/progress monitor the interventions that we put into place, and maintain an interactive agenda (Google Doc) to ensure that all staff members are involved and can have input into student-based discussions.</p>	September - June	MTSS Team	None	
<p>Monitoring Behaviors-(MTSS team) will monitor K-4 behaviors through requests for assistance and/or other behavioral data referrals along with teacher/parent recommendations to target specific behaviors and small group interventions as needed. (Monitoring behaviors will include tracking calls for assistance, push-in classroom interventions, quantitative data (teacher referrals). We will meet on a bi-weekly basis to discuss referrals, classroom strategies, and effectiveness of interventions. (ADD 2/17: Communication with teachers on data, progress, and follow-up)</p>	September - June	MTSS Team	None	
<p>Increase collaboration between MTSS Team and classroom teachers through:</p> <ul style="list-style-type: none"> - Tri-weekly MTSS PLCs with grade level teams and with Related Arts Teachers (including Special Education Coordinator, Psychologist, Social Workers, Counselor, Instructional Coach, Interventionists, and Special Education teachers) - Training on MTSS processes including data review, referral protocols, progress monitoring, and timelines - Electronic MTSS Form - Sharing of MTSS Status Trackers by grade 	September - June	MTSS Team	None	



- As-needed meetings with teacher/team if additional concerns arise outside of the regularly scheduled PLCs				
Continue to monitor student attendance and track students who have chronic absenteeism and/or tardies. The MTSS team will include students with attendance issues. Parent contacts will be documented in Truancy Tracker. To support attendance-related concerns, administration/team will continue to conduct home visits and have monthly attendance meetings with the Visiting Teacher. Attendance notes will be housed in Truancy Tracker.	September - June	MTSS Team	None	
Continue to track homeless (MV) and attendance numbers.	September - June	Ms. Reese	None	



Identified Goal #3			
Goal Description	Increase overall parent/family engagement & satisfaction with school communication		
Strategic Intent Alignment	Strategic Intent-2 Meeting the Needs of the Whole Child Strategic Intent 3- Senator Pride	Key Outcomes Alignment	<ul style="list-style-type: none"> Parental Involvement Increases Increased positive perception by all stakeholders Partnerships with community organizations increases
What identified need are you looking to address?	Parent/home perceptions of Teacher-Home Communications & Overall School Climate scores which have dropped steadily from 2018-19 and for which there is no data for 2021-22		
What data have you analyzed to determine the need?	School Climate Survey 20/21-Parent Version No 2021-22 Parent Survey Available		
Target	Increased Teacher-Home Communications & School Climate scores on Parent Version of School Climate Survey Increased Parent/Family Engagement in School Events and School surveys		

Action Steps	Timeline	Point Person(s)	Funding	Status
Continue the Annual BTW Family Back to School Barbeque & Open House prior to the first day of school. School Messenger call will be conducted in August reminding parents about BBQ and to RSVP via the school website or school office.	August/September	Mrs. Robinson Mrs. Burgoyne	PTO, 21st Century, School	Complete



<p>Host Student-Centered Family Engagement Nights where students make presentations during family events. (Academic Night, Black History Program, Musicals, Quarterly Awards/Research Showcases displayed by grade level.) to increase family involvement. This would include research/topics that teachers are already teaching within the classroom. Student work will be on display in the breezeway leading into the gym.) Include PTO Table with Information on PTO meetings/benefits. Include an opportunity for families to buy BTW Spirit Wear.</p>	<p>September - June</p>	<p>Mrs. Burgoyne</p>	<p>21st Century, District, School</p>	
<p>Conduct surveys after all Family Engagement Nights for parents/families to complete and provide feedback to improve the family engagement nights. (Google Form/ Paper).</p>	<p>September - June</p>	<p>Mrs. Burgoyne</p>	<p>None</p>	
<p>Increase Parent Knowledge and Understanding through the following activities/events:</p> <ul style="list-style-type: none"> ● School Messenger Calls (weekly) ● BTW Facebook Account (updates as needed, monthly calendar) ● BTW Webpage ● Smore Newsletter from SEL Team (quarterly) 	<p>September - June</p>	<p>Mrs. Burgoyne</p>	<p>None</p>	
<p>Increase awareness of school readiness thus, supporting early registration for Kindergarten through staff collaboration with DECC and Rodel</p>	<p>January - June</p>	<p>Mrs. Bodine</p>	<p>None</p>	
<p>Provide opportunities for parents to be involved with field trips and other volunteer duties.</p>	<p>September - June</p>	<p>Mrs. Burgoyne</p>	<p>None</p>	



Identified Goal #4			
Goal Description	Increase student academic performance in ELA		
Strategic Intent Alignment	Strategic Intent 2-Meeting the Needs of the Whole Child	Key Outcomes Alignment	<ul style="list-style-type: none"> - Proficiency rates increase (Acadience, STAR, SBAC, DeSSA, SAT, PSAT, etc.) - Student grades will improve
What identified need are you looking to address?	Reading - less than one half of all students are at or above benchmark at the end of the year.		
What data have you analyzed to determine the need?	EOY & Smarter Assessments		
Target	<ul style="list-style-type: none"> ● Increase Benchmark proficiency in KN to 50% (EOY 2022 - 25%) ● Increase Benchmark proficiency in 1st to 25% (EOY 2022 - 12%) ● Increase Benchmark proficiency in 2nd, 3rd, and 4th by 10% 		

Action Steps	Timeline	Point Person(s)	Funding	Status
Vertical articulation opportunities - provide opportunities for teachers to observe other teachers with specific lesson ideas/models.	September - June	Mrs. Bodine	District, School	
Teachers will engage in a Writing PLC dedicated to supporting	September - June	Mrs. Bodine	District, School	

teachers with the writing curriculum, grading writing, bringing/comparing writing samples, etc.				
<p>Deepen Common Core ELA Practices by:</p> <ul style="list-style-type: none"> Focusing on Question bank/progression of questions to support students' use of academic language and vocabulary 	September - June	Mrs. Bodine	District, School	
<p>Enhance BTW's Accelerated Reading Program with:</p> <ul style="list-style-type: none"> A BOY AR kickoff commercial/video/advertisement grades K-4. The use of awards and recognition. <ul style="list-style-type: none"> Certificates- at quarterly assemblies Incentives Monthly Recognition Days ("Brag Tag") could include AR, monthly LIM trait, student council, etc) if they attend family nights they would receive a "Charm" - if students could not attend they receive an activity to complete so that they can earn a charm as well-to wear on their necklace possibly every Friday. Golden book award will be given to each grade level class that has the most books read. Create a consistent Brag Tag system across the school with brag tag Fridays. Continue a bulletin board display by month showing % to goal by each grade level 	September - June	Mrs. Bodine and Ms. Lewis	District, School, 21st Century	
Work as a team to determine how to improve the scheduling and consistency of Individualized Education Planning Meetings.	September - June	Dr. Hampton	None	

<p>Items to consider/address include:</p> <ul style="list-style-type: none"> • Scheduling IEP meetings separate from ESR meetings to allow teachers to participate in both during planning time • Sending out draft ESR/IEP documents to all team members prior to meetings 				
<p>Teachers will Implement Wonders with fidelity and continue ongoing training/PD.</p>	<p>September - June</p>	<p>Mrs. Bodine</p>	<p>District</p>	
<p>Monthly tech trainings provided to address instructional technology needs for staff</p>	<p>September-June</p>	<p>Tech EPER</p>		



Identified Goal #5			
Goal Description	Increase student academic performance in Math		
Strategic Intent Alignment	Strategic Intent 2-Meeting the Needs of the Whole Child	Key Outcomes Alignment	Increased proficiency and growth in Math across K-4
What identified need are you looking to address?	In Grades 1 and 2, less than one half of all students are at or above benchmark at the end of the year. In Grades 3 and 4, just over half of all students are at or above benchmark at the end of the year.		
What data have you analyzed to determine the need?	EOY & Smarter Assessments		
Target	<ul style="list-style-type: none"> ● Maintain Benchmark proficiency in KN (EOY 2022-91%) ● Increase Benchmark proficiency in 1st, 2nd, 3rd and 4th by 10% 		

Action Steps	Timeline	Point Person(s)	Funding	Status
Improve opportunities for Teacher Collaboration/Feedback. Teachers will have the opportunity to come together in K-4 groups to discuss the following: <ul style="list-style-type: none"> ● Peer observation/walkthrough opportunities 	September - June	Mrs. Burgoyne	District, School	
Address gaps in learning by supporting teachers with building in daily fluency/number sense practice.	September - June	Mrs. Burgoyne	District, School	

Teachers will implement I-ready with fidelity and continue ongoing training/PD.	September - June	Mrs. Burgoyne	District, School	
Monthly tech trainings provided to address instructional technology needs for staff	September-June	Tech EPER		

