SchoolWorks

BALTIMORE CITY PUBLIC SCHOOLS

Office of New Initiatives

School Effectiveness Review

2024 - 2025

Pimlico Elementary/Middle School, School #223

4849 Pimlico Road

Baltimore, MD 21215

May 6 – 8, 2025

200 East North Avenue
Baltimore, Maryland 21202
www.baltimorecityschools.org

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OVERVIEW OF SCHOOL EFFECTIVENESS REVIEW

Baltimore City Public Schools (City Schools) developed the School Effectiveness Framework and the School Effectiveness Review process in 2009. The School Effectiveness Review (SER) uses trained school reviewers to measure a school's effectiveness against City Schools' School Effectiveness Standards. The School Effectiveness Standards are aligned with City Schools' effectiveness frameworks for teachers and school leaders.

The SER provides an objective and evidence-based analysis of how well a school is working to educate its students. It generates a rich layer of qualitative data that may not be revealed when evaluating a school solely on student performance outcomes. It also provides district and school-level staff with objective and useful information when making strategic decisions that impact student achievement.

The SER team, comprised of representatives from SchoolWorks (an education consulting company), with support from City Schools, gathers information from teachers, students, parents, and leaders during a two-and-a-half-day site visit. During the visit, the SER team observes classrooms, reviews selected school documents, and conducts focus groups with school leaders, teachers, students, and parents. The SER team analyzes evidence collected over the course of the SER to determine the extent to which key actions have been adopted and implemented at the school. This report summarizes the ratings in the four domains and related key actions, provides evidence to support the ratings, and—based on a rubric—assigns a performance level for each key action. More information about the SER process is detailed in the School Effectiveness Review protocol, located on the City Schools website and available upon request from the Office New Initiatives in City Schools.

SCHOOL BACKGROUND

Pimlico Elementary/Middle School serves approximately 720 students in pre-kindergarten through grade 8.
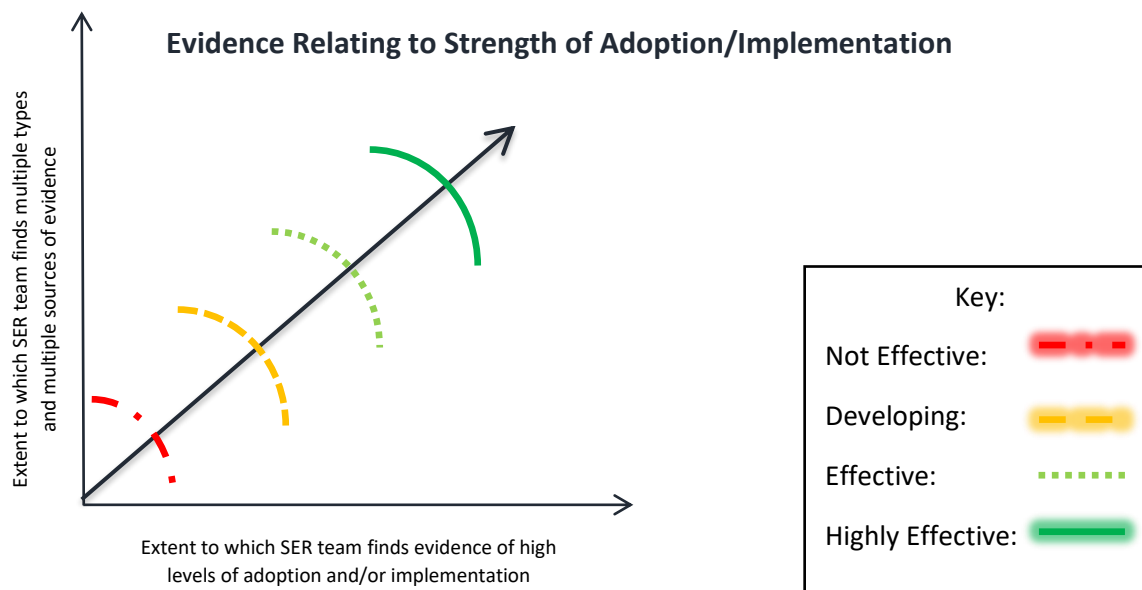
School Leadership and Staffing:
The principal, Nneka Warren, has been at the school for seven years and with the district for 26 years in various roles. For the purpose of this SER site visit, staff designated as school leadership are listed below.

School Leadership Focus Group Members	
Name	**Role**
Nneka Warren	Principal
Corey Debnam	Assistant Principal
Tiffany Adams	Assistant Principal
ShaNekwa Winfield	Assistant Principal
Alison Ambrose	Educational Associate
Keith Tabor	Educational Associate
Shantel Carter	Educational Associate
Megan Childres	Academic Coach

PERFORMANCE LEVEL RUBRIC

The SER team will use the following guidance to select a performance level for each key action. Note that the quality standard for each performance level is based upon the extent to which the SER team finds multiple types[1] and multiple sources[2] of evidence AND the extent to which the SER team finds evidence of high levels of adoption and/or implementation of a practice or system. The SER team will also reflect on the Instructional Framework and School Leadership Framework in their analysis prior to assigning a rating for each key action.

Evidence Relating to Strength of Adoption/Implementation

Key:

Not Effective:

Developing:

Effective:

Highly Effective:

Rating	Performance Level	Quality Standard
1	Not Effective	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or the level of adoption/implementation does not improve the school's effectiveness.
2	Developing	Evidence indicates that the key action (including some indicators) is a practice or system that is emerging at the school but that it has not yet been implemented at a level that has begun to improve the school's effectiveness OR that the impact of the key action on the effectiveness of the school cannot yet be fully determined.
3	Effective	Evidence indicates that the key action (including most indicators) is a practice or system that has been adopted at the school and is implemented at a level that is improving the school's effectiveness.
4	Highly Effective	Evidence indicates that the key action (including all indicators) is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a strong, significant or sustainable impact on the school's effectiveness.

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[1] "Multiple types of evidence" is defined as evidence collected from two or more of the following: document review, stakeholder focus groups, and classroom observations.

[2] "Multiple sources of evidence" is defined as evidence collected from three or more stakeholder focus groups, two or more documents, and/or evidence that a descriptor was documented in 75% or more of lessons observed at the time of the visit.

SUMMARY OF PERFORMANCE LEVELS

Based on trends found in the collected evidence, the SER team assigns a performance level to each key action.

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction	
1.1 School leadership supports highly effective instruction.	**Effective**
1.2 Teachers use multiple data sources to adjust practice.	**Effective**
1.3 Teachers deliver highly effective instruction.	**Developing**
1.4 Teachers establish a classroom environment in which teaching and learning can occur.	**Effective**
Domain 2: Service and Support of Students with Disabilities[3]	
Domain 3: Talented People	
3.1 The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	**Effective**
3.2 The school develops teacher and staff capacity through individualized support and professional development.	**Effective**
Domain 4: Vision and Engagement	
4.1 The school has a clear vision and mission that promotes a student-centered, culturally relevant learning that prepares students for future success.	**Effective**
4.2 The school cultivates and sustains open communication and decision-making opportunities with families and the community.	**Highly Effective**
4.3 The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	**Highly Effective**
Domain 5: Strategic and Professional Management	
5.1 The school establishes clear goals for student achievement and tracks progress towards goals.	**Effective**
5.2 The school allocates and deploys the resources of human capital and funding to address the schoolwide goals for student achievement.	**Effective**
5.3 The school's board of trustees (or operator) provides competent stewardship and oversight of the school.	**Effective**

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[3] Domain 2: Service and Support of Students with Disabilities is being piloted during SY 2024–25 SERs and is not included in this report; it will not be included in the body of evidence that informs renewal decisions.

FINDINGS ON DOMAINS OF EFFECTIVE SCHOOLS

Domains and Key Actions	Performance Levels			
	Level 4: Highly Effective	Level 3: Effective	Level 2: Developing	Level 1: Not Effective

Domain 1: Highly Effective Instruction

Key action 1.1	School leadership supports highly effective instruction.	Effective

a. School leadership ensures that teachers engage in the planning of the curricula through oversight of standards-based units, lessons and pacing. The operator (leaders from the Baltimore Curriculum Project, or BCP), school leaders, and teachers reported—and review of pacing guides and agendas from academic content planning meetings (ACPs, described in more detail below) confirmed—that the school utilizes the following curricula: for English language arts (ELA), Direct Instruction (DI) in kindergarten through grade 5 and Wit and Wisdom in grades 6 through 8; for mathematics, DI Math in kindergarten, Reveal Math in grades 1 through 8; for science and social studies, Core Knowledge in kindergarten through grade 5, and BCPS curriculum (IQWST® Investigating and Questioning our World through Science and Technology for science) in grades 6 through 8. School leaders and teachers stated that teachers are expected to create lesson plans for all instructional time. They stated that there is not a common lesson plan template but that there are required components (standard, learning objective, instructional method (e.g., "I do, we do, you do"), accommodations and/or intervention strategies, and an assessment. School leaders and teachers added that lesson plans must be available in a folder outside the classroom door. School leaders and teachers reported that the principal monitors lesson plan completion.

b. School leadership consistently provides actionable feedback and guidance to teachers that is aligned with the Instructional Framework. School leaders and teachers stated that feedback on lesson plans is sometimes provided by coaches; for example, teachers stated that they have received feedback that the pacing of a lesson was too slow and received a suggestion to add a timer to the presentation slide to cue the teacher to move on to the next slide at a more appropriate pace. The site visit team reviewed samples of lesson plan feedback focused on providing sentence starters and other specific ways to scaffold instruction. School leaders and teachers reported that teachers who implement the DI curriculum receive frequent instructional observations and feedback, which is documented on a "technical assistance form" (TAF); the site visit team reviewed samples of completed TAFs, which indicated feedback addressing specific instructional techniques required by the DI curriculum as well as comments about the progress of specific students. School leaders and teachers added that teachers are observed informally by a coach or educational associate ideally once per week, and at least one to two times per month;

staff members conducting informal observations include the principal, assistant principals, coaches, and several outside consultants who provide additional support for the DI curriculum.

c. School leadership ensures the use of a complete student learning data cycle. The operator, school leaders, and teachers reported that one way that the school implements regular data cycles is by analyzing students' academic performance after each administration of the NWEA Measures of Academic Progress (MAP) assessment. For example, school leaders and teachers explained that after the beginning-of-year administration of the MAP assessments, the testing coordinator prepares the data from the NWEA platform and creates a quadrant chart to organize students into small groups (for differentiated classroom instruction) based on their performance level. Teachers receive the data the following day to discuss in the next ACP meeting; at subsequent ACP meetings, teachers use assessments built into the curriculum (among other assessments) to monitor students' progress, tracking this data in a school-created Google spreadsheet. School leaders and teachers added that students' progress is discussed regularly during ACPs (a review of ACP agendas and meeting minutes confirmed this), and that classroom small-group rosters are adjusted roughly every month based on these progress monitoring conversations.

Key action 1.2	Teachers use multiple data sources to adjust practice to meet learners' unique needs.	Effective

a. Teachers plan instruction in response to data. School leaders and teachers reported that the school employs the following assessments to collect data about students' academic achievement and growth: the Maryland Comprehensive Assessment Program (MCAP), administered annually for students in grades 3 through 8; NWEA MAP assessments in reading and mathematics, administered two times per year for students in kindergarten and three times per year for students in grades 1 through 8. School leaders and teachers also explained that students take regular assessments embedded in the ELA curriculum and mathematics curriculum: DI includes a mastery test after every 10 lessons; Wit and Wisdom includes four to six focusing question tasks per module; Reveal Math includes 10 unit assessments (roughly once per month) as well as exit tickets after every lesson. School leaders and teachers reported that teachers use data from these assessments to adjust instruction. For example, in mathematics, teachers review exit tickets after each lesson, identify trends, and adjust lesson plans to reteach any concepts that students did not master; teachers also stated that they adjust student groupings regularly based on data from curricular assessments, in addition to larger scale adjustments after each administration of MAP assessments.

b. Teachers appropriately recommend students for structured, schoolwide interventions. The operator, school leaders, and teachers reported that the first step is to identify students in need of academic or behavioral interventions in grade level team meetings; teachers collect classroom level data and implement interventions to try to address the concerns at the classroom level (e.g., changing the number or type of assignments, changing seating). School leaders and teachers

added that if the student does not show progress after six weeks, the teacher can complete one of two forms. For students in kindergarten through grade 5 who are struggling with ELA, the teacher can submit a Student Support form; this form goes to a literacy coach, who will collaborate with the teacher to implement additional interventions. For other students, a teacher may complete a BCPS student support team (SST) form in Infinite Campus; this form goes to the school's SST chair. School leaders and teachers explained that the SST consists of school leaders, teachers, support staff, and the caregiver of any student being discussed; the SST meets to determine interventions, ensures that progress monitoring data is collected, and checks the student's progress after 6 weeks to decide either to continue the interventions, modify the interventions, or to refer the student for evaluation for special education services.

c. Teachers appropriately recommend students for structured, schoolwide opportunities for acceleration. School leaders and teachers stated that all students in kindergarten or in their first year at the school take the Naglieri General Ability Tests to determine eligibility for the gifted and advanced learner (GAL) program; students who do not qualify may be retested in the future if they begin to show accelerated performance. School leaders and teachers reported that students in the GAL program in kindergarten through grade 5 participate in science activities led by college students through a partnership with the University of Maryland. School leaders, teachers, and students explained that students in the GAL program in grades 6 through 8 participate in an advanced science class called Medical Detectives through a partnership with Sinai Hospital/LifeBridge Health. School leaders and teachers added that students in grades 6 through 8 also participate in a science fair at Morgan State University and noted that two students qualified for a state level science fair competition. Finally, students reported that students in the GAL program in grades 6 through 8 receive accelerated tutoring in mathematics during their intervention block, through the Eurekii Tutoring program.

Key action 1.3	Teachers deliver highly effective instruction.	Developing

Data for Key Action 1.3 was collected from classroom observations in order to provide trends in instruction across the school, as it relates to Teach Action 1–6 of the Instructional Framework. During each classroom visit, the observer collects evidence based on their observations and then determines whether the indicator was Evident, Partially Evident or Not Evident for each of the 19 indicators. Below is the summary of the 15 classroom observations that were conducted.

a. Some teachers facilitate clear, standards-based content learning.

Communication of objective	Evident	Partially Evident	Not Evident
Evident: Teachers present a purpose for learning or standards-based lesson objective that is grade level or beyond and conveys the significance for learning. **Partially Evident:** Teachers present a purpose for learning that is grade level or beyond. **Not Evident:** Teachers do not present a purpose for learning or standards-based objective, or it is not on grade level or beyond.	53%	27%	20%
Task aligned with lesson objective	Evident	Partially Evident	Not Evident
Evident: Tasks have a clear purpose that are aligned with the lesson objective and standard. **Partially Evident:** Some tasks have a clear purpose or are mostly aligned with the lesson objective and standard. **Not Evident:** Tasks have an unclear purpose or are not aligned to the lesson objective and standards.	73%	20%	7%
Presentation of content and important concepts	Evident	Partially Evident	Not Evident
Evident: Teachers present content accurately and emphasize important concepts. **Partially Evident:** Teachers present most content accurately and/or do not emphasize important concepts. **Not Evident:** Teachers do not present content accurately or do not present content.	60%	33%	7%
Demonstration of student thinking	Evident	Partially Evident	Not Evident
Evident: Students demonstrate their higher-level thinking individually or in groups. **Partially Evident:** Students demonstrate thinking, individually or in groups. **Not Evident:** Students do not demonstrate thinking.	27%	67%	7%

b. Some teachers use strategies and tasks to engage students in rigorous work.

Opportunities to engage with complex texts and tasks	Evident	Partially Evident	Not Evident
Evident: Students have opportunities to engage in and grapple with complex texts and rigorous tasks. **Partially Evident:** Students have opportunities to engage in and grapple with complex texts and rigorous tasks, superficially.	40%	47%	13%

Not Evident: Students do not have opportunities to engage in and grapple with complex texts and rigorous tasks.			
Scaffolded and/or differentiated tasks	**Evident**	**Partially Evident**	**Not Evident**
Evident: Teachers provide scaffolds or differentiate based on students' individual needs. **Partially Evident:** Teachers provide scaffolds or differentiate; however, it is unclear if the differentiation is based upon students' needs. **Not Evident:** Teachers do not provide scaffolds or differentiate for students.	13%	27%	60%
Modeling of strategies	**Evident**	**Partially Evident**	**Not Evident**
Evident: Teachers use evidence-based strategies to equip students to use strategy independently or with support from peers. **Partially Evident:** Teachers attempt to use evidence-based strategies to engage students with texts and/or tasks; however, students require assistance from the teacher to use the strategies. **Not Evident:** Teachers do not use evidence-based strategies.	20%	60%	20%

c. Some teachers use intentional questioning to deepen learning.

Questions requiring justification	**Evident**	**Partially Evident**	**Not Evident**
Evident: Teachers ensure students justify their thinking by explaining their thought processes and/or using evidence. **Partially Evident:** Teachers inconsistently require students to justify their thinking by explaining their thought processes and/or using evidence. **Not Evident:** Teachers do not require students to justify their thinking or use evidence.	27%	40%	33%
Clear and lesson-appropriate questions	**Evident**	**Partially Evident**	**Not Evident**
Evident: Teachers ask questions that are clear and lesson-appropriate at key points throughout the lesson. **Partially Evident:** Teachers ask questions that are somewhat clear and lesson-appropriate at key points throughout the lesson. **Not Evident:** Teachers ask questions that are unclear or not lesson appropriate.	67%	33%	0%
Equitable student input	**Evident**	**Partially Evident**	**Not Evident**
Evident: Teachers encourage input from students and ensure students have opportunities to contribute equitably. **Partially Evident:** Teachers encourage input from students but use few strategies to ensure equitable contribution by students. **Not Evident:** Teachers minimally encourage student input and/or repeatedly call on the same students for contribution.	13%	53%	33%

d. Some teachers monitor progress and provide feedback.

Formative Checks for Understanding	Evident	Partially Evident	Not Evident
Evident: Teachers conduct formative assessments that yield useful information for individual student learning progress. **Partially Evident:** Teachers conduct formative assessments that yield a general sense of the whole class's learning progress. **Not Evident:** Teachers do not conduct formative assessments**.**	13%	87%	0%
Specific, Academic Feedback	Evident	Partially Evident	Not Evident
Evident: Teachers or other students provide specific academic feedback that is actionable and that clarifies next steps for students. **Partially Evident:** Teachers provide general academic feedback that communicates current progress, but teachers do not provide next steps or the concept is still unclear. **Not Evident:** Teachers do not provide academic feedback.	27%	60%	13%

e. Some teachers facilitate student-to-student interaction and academic talk.

Academic Talk	Evident	Partially Evident	Not Evident
Evident: Teachers and students consistently and accurately use academic vocabulary and language. **Partially Evident:** Teachers consistently and accurately model academic vocabulary and language; however, students do not consistently and accurately use academic vocabulary and language. **Not Evident:** Teachers inaccurately model academic vocabulary and language.	47%	40%	13%
Opportunities for student-to-student interaction	Evident	Partially Evident	Not Evident
Evident: Teachers provide multiple or extended opportunities for students to work collaboratively towards learning goals. **Partially Evident:** Teachers provide limited opportunity for students to work collaboratively towards learning goals. **Not Evident:** Teachers do not provide opportunities for students to work collaboratively towards learning goals.	40%	47%	13%
Evidence-based discussions	Evident	Partially Evident	Not Evident
Evident: In most student interactions, students engage with their peers to make meaning and deepen their understanding of content. **Partially Evident:** In some student interactions, students engage with their peers to make meaning of content or deepen their understanding of content. **Not Evident:** Students do not engage with their peers to make meaning of content or deepen their understanding of content.	13%	73%	13%

Key action 1.4	Teachers establish a classroom environment in which teaching and learning can occur.	Effective

Data for Key Action 1.4 was collected from classroom observations in order to provide trends in classroom climate and culture across the school, as it relates to Teach Action 7–9 of the Instructional Framework. During each classroom visit, the observer collects evidence based on their observations and then determines whether the indicator was Evident, Partially Evident or Not Evident for each of the 19 indicators. Below is the summary of the 15 classroom observations that were conducted.

a. Most teachers organize and implement routines to support a learning-focused classroom.

Structured student learning time	Evident	Partially Evident	Not Evident
Evident: Sufficient teacher planning/implementation creates structure for students during the lesson. **Partially Evident:** Insufficient teacher planning/implementation creates short periods of unstructured time for students. **Not Evident:** Lack of teacher planning/implementation creates large periods of unstructured time for students.	73%	27%	0%
Routines and procedures	Evident	Partially Evident	Not Evident
Evident: Routines and procedures run smoothly with minimal or no prompting from the teachers. **Partially Evident:** Routines and procedures run smoothly with some prompting from the teachers. **Not Evident:** Routines and procedures do not run smoothly or require significant prompting from the teachers.	80%	13%	7%

b. Most teachers cultivate a supportive learning community.

Positive classroom community	Evident	Partially Evident	Not Evident
Evident: Teachers cultivate a positive supportive classroom community. **Partially Evident:** Teachers somewhat cultivate a positive, supportive community. **Not Evident:** Teachers do not cultivate a positive, supportive classroom community.	73%	27%	0%
Effective behavior management	Evident	Partially Evident	Not Evident
Evident: When needed, teachers appropriately address, redirect, or de-escalate student misbehavior or disruption in a manner that solves the issue with minimal disruption to student learning. **Partially Evident:** When needed, teachers appropriately address, redirect, or de-escalate student misbehavior or disruption in a manner that solves the issue with some disruption to student learning. **Not Evident:** When needed, teachers do not appropriately address student misbehavior.	80%	13%	7%

Domain 3: Talented People

Key action 3.1	The school implements systems to select effective teachers and staff whose skills and beliefs meet the needs of the school.	Effective

a. School leadership has implemented organizational structures for selection and/or placement across staffing positions that addresses student well-being and academic performance. School leaders and support staff noted that all staff members in the building are explicitly expected to provide support for students' well-being; additionally, they described two teams of staff members whose roles focus specifically on students' wellness: a wellness team, which consists of two school-based social workers, a guidance counselor, and a school psychologist; and the "Dream Team," which is led by the restorative practices director and consists of 16 student wholeness specialists, student support specialists, and student behavior associates, many of whom grew up in, and/or live in the community surrounding the school. The operator, school leaders, and teachers named several roles in support of academic performance in addition to the principal: three assistant principals who divide their responsibilities by grade level (kindergarten through grade 2, grades 3 through 5, and grades 6 through 8); five educational associates with various responsibilities (including, but not limited to, academic coaching, teacher mentoring, testing coordinator, GAL coordinator, student attendance support, and 504 chair); and outside consultants who provide direct support to teachers around the DI program. A review of the school's staff roster confirmed these positions.

b. School leadership recruits candidates using multiple stakeholders and measures to assess each candidate's qualifications in alignment with school needs. The operator and school leaders reported that the school recruits teaching candidates in several ways, including job fairs hosted by BCPS and by BCP, postings on social media, and job listings on sites such as Indeed. The operator and school leaders added that BCP sometimes receives inquiries and resumes from teaching candidates and completes a phone screening process before passing candidates along to the school. The operator, school leaders, and teachers stated that the school level hiring process begins with a resume review and phone screen by the principal; qualified candidates are then invited to the school to participate in a panel interview that includes school leaders as well as teachers and staff members from the area of the position being filled (e.g., the panel to interview a candidate for an ELA teaching position may include an ELA teacher, literacy coach, special education teacher). A review of completed teacher interview rubrics indicated ratings and comments about candidates' responses regarding educational philosophy, classroom management and student engagement, instructional practices, collaboration and teamwork, and cultural competency and inclusivity.

Key action 3.2	The school develops teacher and staff capacity through individualized support and professional development.	Effective

a. School leadership ensures the implementation of a mentoring program to support the development of all new teachers and staff and monitors individuals participating in the program rather than the program's overall effectiveness. The operator, school leaders, and teachers reported that the school supports the development of new teachers and staff through targeted professional development (PD) and through a mentoring program. The operator and school leaders stated, and a review of a BCP social media post confirmed, that the school conducts five days of PD for new staff before the whole staff returns to school at the end of summer (BCP's New Educator Institute). The operator, school leaders, and teachers explained (and a review of the Schoolwide Mentoring Plan confirmed) that three educational associates serve as mentors for staff who are new to the school; mentors have time built into their schedules to meet weekly with their mentees, conduct informal classroom visits to support instruction, and give feedback. A review of mentor logs and meeting notes indicated that there had been meetings between mentors and new teachers covering topics such as classroom structures, procedures, and effective literacy instruction. School leaders reported that they monitor the professional progress of individual new teachers through the formal BCPS teacher evaluation process as well as through informal observations and collaboration during team meetings and ACPs. While school leaders described processes for monitoring individual teachers' progress within the mentoring program, they stated that there is not currently a structure or practice to evaluate the effectiveness of the mentoring program as a whole.

b. School leadership uses multiple methods to provide timely support and interventions to struggling teachers and staff, as indicated by data and/or informal or formal observations. School leaders and teachers reported that teachers who are struggling are identified through frequent informal observations by school leaders and coaches as well as through conversations about student achievement data in weekly Data Team meetings. School leaders and teachers stated that support for struggling teachers is provided by mentors (if the teacher is in their first three years at the school) or by coaches. A review of feedback forms confirmed these observations and included both accolades (e.g., the teacher practiced active student monitoring during small group instruction) and recommendations to address challenges (e.g., a suggestion about a way to effectively use data to adjust small group instruction); the site visit team also reviewed notes from peer observations for a struggling teacher. School leaders and teachers noted that if these supports do not lead to instructional improvements, a teacher may be placed on a professional improvement plan (PIP), a formal teacher support process dictated by BCPS. The site visit team reviewed samples of PIPs from the current school year.

c. School leadership engages all staff in differentiated professional development based on identified needs. The operator, school leaders, teachers, and support staff reported that the school follows the BCPS PD calendar: five days of PD before the start of the school year, and five full PD days throughout the school year. The operator and school leaders stated that two of the full-day PD sessions this year were planned and implemented by BCP: the BCP Academy was held in November 2024, and according to a review of the meeting schedule, topics included restorative practices, effective writing instruction, and ways to address chronic absenteeism; the Leading Minds Conference was held in February 2025, and according to a review of the meeting agenda, focused on ways to improve student attendance and family engagement with the school. School leaders and teachers stated that the school sends kindergarten through grade 5 teachers to the National Institute for Direct Instruction (NIFDI) national conference every summer; they noted that participation is voluntary, but that many teachers have attended, and the school's goal is for as many teachers as possible to take advantage of this PD opportunity. Finally, school leaders and teachers added that PD often occurs during ACP meetings; for example, to support those teams' frequent conversations about students' academic achievement data, coaches will weave in PD for newer teachers about how to analyze and use the data to adjust instruction.

Domain 4: Vision and Engagement

Key action 4.1	The school has a clear vision and mission that promotes student-centered, culturally relevant learning that prepares students for future success.	Effective

a. The school community shares a clear understanding of the school's mission and vision that support high student achievement, including a clear understanding of initiatives and values. According to the school's 2024–25 Family Handbook (and as observed posted on numerous meeting agendas, classroom walls, and hallways), the school's vision is "… a safe and nurturing 21st-Century learning community who embrace social, emotional learning as well as the development of all students through academic rigor, collaboration, and celebration." The school's mission is that "with enthusiasm, patience, and dedication, all stakeholders… will create opportunities for students to explore ideas, develop their potential, and celebrate their growth as we prepare them to become college and career ready." Board members, the operator, school leaders, teachers, and families gave examples of ways that the vision and mission are embodied in the daily work of the school. School leaders stated the school celebrates students for academic and behavioral successes by providing incentives through the positive behavioral interventions and supports (PBIS) system; board members, teachers, and support staff stated that the school supports social-emotional learning through regular restorative circles; and students explained that they experience academic rigor and collaboration through academic conferences with their teachers, during which the teacher shares positive and constructive feedback with students.

b. School leadership ensures that the school's programs are culturally relevant and incorporate skills for 21st-century success. School leaders and teachers reported that classroom instruction at the school is expected to be culturally responsive. School leaders explained that teachers employ strategies to increase student voice in the classroom (e.g., regularly incorporating turn-and-talks) and stated that curricular materials in ELA and social studies are purposely selected to include authors from different racial, cultural, and linguistic backgrounds. School leaders added that the school celebrates diversity in many ways, including by recognizing specific celebrations such as Black History Month and Hispanic Heritage Month. School leaders and teachers reported that the school prepares students for 21st-century success by integrating technology into students' experience in several ways, including a Chromebook for every student, SMARTboards in every classroom, and offering the curriculum and assessments online to give students experience in learning and completing assessments via an online platform. School leaders and teachers also reported, and the site visit team observed, that students in kindergarten through grade 5 participate in a digital literacy curriculum implemented by their classroom teachers, while students in grades 6 through 8 participate in a coding course facilitated by the school's librarian; the site visit team reviewed curricular materials for both of these programs.

Key action 4.2	The school cultivates and sustains open communication and decision-making opportunities with families and the community.	Highly Effective

a. The school implements a robust system to build strong relationships with families and garners feedback to make schoolwide decisions. The operator, school leaders, and teachers described two end-of-summer events that begin to build strong school culture among families: "Back to School Jam" (a carnival-type event) and a "Back to School Night" (a more traditional opportunity for families to get to know their students' teachers and school programs). School leaders, teachers, and parents also described family events throughout the school year, such as a family literacy night and family mathematics night, as well as a family support group called "Peaceful Parenting" that provides a space for families to share challenges and build community with each other; a review of a blog post and photographs from BCP confirmed this group. To foster strong communication between school and home, school leaders reported that the school primarily uses an app called ThrillShare that enables two-way communication between families and teachers or other school staff; ThrillShare automatically translates messages into the reader's preferred language. Other forms of regular communication include a monthly newsletter from the principal ("The Stallion Times," reviewed by the site visit team), as well as home visits conducted by members of the Dream Team, primarily for students who are chronically absent. School leaders reported, and a review of the October PTO agenda and notes confirmed, that the school collects input from families about suggestions for school programming and ideas to increase family involvement.

b. The school builds strong relationships with community stakeholders and effectively leverages resources to meet the needs of students and the school. School leaders and teachers reported that the school's major community partners include Sinai Hospital/LifeBridge Health to support the GAL program, described in more detail above; Imagine Me, which supports a girls group for students in grades 6 through 8; Park Heights Renaissance, which supports accelerated science content; and Arts for Learning, which operates out-of-school-time programming during the school year (ASALA) and over the summer (SALA); the site visit team reviewed flyers advertising ASALA family night, during which students and their families could explore the arts together (e.g., through face painting, mandala making, and drumming). School leaders and teachers also described partnerships with a sorority that donates school supplies (described in more detail below) and with the local aquatics center. School support staff described partnerships with organizations such as Hazel Health, which provides remote counseling services for students; and the Hope Health Partnership, which embeds a clinician in the school support students. Finally, as described in more detail above, the school has purposely staffed the dream team to tighten the school's connections to the community by ensuring that there are staff who share students' racial backgrounds and that several staff members live within the catchment area of the school.

Key action 4.3	The climate and culture of the school creates a welcoming learning environment that meets the academic, social, and emotional needs of each student.	Highly Effective

a. The school implements and monitors school protocols that create an attentive and nurturing environment where students, staff, and families feel welcome and safe. Without exception, the operator, school leaders, teachers, support staff, families, and students reported that the school is safe for both students and staff. School leaders, teachers, and students reported, and a review of the school's 2024–25 Family Handbook and 2024–25 Staff Handbook confirmed, that the school maintains tight security procedures for daily student entry and dismissal, visitors to the building, as well as safety drills (e.g., the site visit team observed a rapidly executed fire drill during the site visit). School leaders and teachers noted that the school utilizes two schoolwide programs as a foundation of the school's behavior expectations and processes: CHAMPS (posters of which were observed by the site visit team in almost all classrooms), and a PBIS structure that provides incentives for students and for classes to abide by school norms. School leaders, teachers, and support staff stated that the schoolwide focus on restorative practices is a primary way that the school ensures students' emotional safety, noting that all staff, including custodial staff and other non-instructional team members, have been trained in restorative practices. School leaders, teachers, and families reported that school staff set a positive tone every morning by being visible, friendly, and welcoming as students arrive at school.

b. The school develops extensive and proactive systems that support individual students' social, emotional, and socioeconomic needs. As noted above, school leaders, teachers, and support staff reported that the school's emphasis on restorative practices helps to maintain a focus on proactively supporting students' social-emotional needs. For example, teachers are expected to implement restorative circles as part of regular classroom practice, and in the lower grade levels, daily. Support staff stated that the dream team is proactively deployed in each hallway to be able to have restorative conversations with students before challenging situations grow into conflict and noted that these conversations are often requested by teachers and students alike. The operator, school leaders, teachers, and support staff also gave examples of ways in which the school helps students and families meet socioeconomic needs: the school's community schools coordinator manages a Care Closet that provides free uniforms and school supplies to students who need them; the school's partnership with Park Heights Renaissance (described above) supports food distribution to families every Thursday (the site visit team observed bags of food being prepared to distribute).

c. School leadership establishes strong structures to recognize and celebrate student achievement. School leaders, teachers, and students reported that as part of regular school culture, the school celebrates students' growth and achievement in multiple ways through classroom level celebrations as well as schoolwide activities. At the classroom level, school leaders indicated that teachers meet regularly with students to discuss progress toward reading and mathematics goals

and that when a student "levels up," the success is celebrated through activities such as pizza parties. School leaders added that teacher teams manage a classroom-level "superlative award" program, as well as a classroom-level student of the month, and that these awards are tracked across the school year to try to ensure that every student receives an award at some point. Finally, teachers stated that the school conducts quarterly award ceremonies to recognize students for academic growth (the site visit team reviewed photographs of students at one of these assemblies showing certificates such as "Star Writer"); the principal's monthly newsletter to staff and families (described above) includes acknowledgements of students' learning (e.g., participation in a "Stop the Bleed" training), attendance, and extracurricular activities. Teachers added that in addition to certificates and public recognition, students receive incentives for these awards, such as books from the Scholastic Book Fair and items from Bath and Body Works.

d. School leadership establishes consistent structures that demonstrate value and recognition of staff. School leaders reported that they support and celebrate teachers through regular shout-outs and acknowledgements in the principal's weekly update and monthly newsletters. The site visit team reviewed a sample of weekly updates that included appreciations of instructional staff and custodial staff. Additionally, the site visit team reviewed samples of newsletters distributed by coaches that celebrated teachers whose student groups had advanced in their program level. School leaders also described, and the site visit team observed photographs of, special appreciation events for staff spread throughout the school year (e.g., mini-cake day, a "Share the Love" activity), as well as events for Teacher Appreciation Week, such as arranging for food trucks (and tickets for free meals) every day of that week during lunch. Teachers described school leaders as supportive and genuinely caring, noting that school leaders set an overall positive tone by walking through the building every day to greet staff and check on how people are doing. Teachers also stated that staff members are recognized in monthly staff meetings and luncheons for excellent attendance and for meeting curricular pacing goals. Finally, the operator and school leaders noted that a teacher from the school was honored with BCP's Brenda Khan Award for "exceptional teaching and devotion to his classroom and [the] school community."

Domain 5: Strategic and Professional Management

Key action 5.1	The school establishes clear goals for student achievement and tracks progress toward goals.	Effective

a. School leadership collaborates with teachers to establish and communicate measurable goals for the improvement of student learning and strategies aligned to the goals. Board members, the operator, school leaders, and teachers reported the following goals: Pimlico EMS will increase three percentage points in achievement in reading, from the 15th percentile in SY23–24 to the 18th percentile in SY24–25 [as measured by the NWEA MAP reading assessment]. Pimlico EMS will increase four percentage points in achievement in mathematics, from the 11th percentile in SY23–24 to the 15th percentile in SY24–25 [as measured by the NWEA MAP mathematics assessment]. Pimlico EMS will increase two percentage points in [average daily] attendance from 83% in SY23–24 to 85% in SY24–25. The operator, school leaders, and teachers explained that school leaders, including the principal, assistant principals, and coaches, created draft goals based on the previous year's performance data in reading, mathematics, and attendance; the draft goals were discussed by teachers during ACP meetings and by the ILT (the site visit team reviewed meeting agendas and notes from each of these groups, confirming discussions about the school's goals). School leaders added that the full staff voted to finalize these school goals. A review of minutes from the September 2024 ILT meeting indicated discussions about two strategies to work toward these goals: professional development related to the ELA curriculum, and implementation of a new mathematics curriculum.

b. School leadership and all staff participate in regular analysis of schoolwide data and instructional practices to monitor progress towards goals; while the school revises individual student plans in response to data, adjustments to schoolwide plans are not evident. The operator, school leaders, teachers, and support staff reported that progress toward the school's goals is monitored in several ways. At the classroom level, teachers reported that they track students' progress through reading and mathematics curricular assessments using teacher-made data trackers (the site visit team reviewed several examples of these trackers). School leaders and teachers stated that the ELA and mathematics data teams meet to review students' progress on curricular assessments (each week) and MAP assessments (after each administration); a review of data team meeting agendas indicated conversations about the school's goals around MCAP performance. When asked about adjustments to action plans or strategies as a result of monitoring data, school leaders and teachers described changes to support individual students or small groups but did not describe adjustments to the school's overall strategies.

Key action 5.2	School leadership allocates and deploys the resources of time, human capital, and funding to address the schoolwide goals for student achievement.	Effective

a. Budget distributions and resource allocations are aligned to school goals and priorities that support equitable learning environments. School leaders described a collaborative process to develop the school's budget. In the fall, the school receives a draft enrollment projection from BCPS based on the previous year's enrollment; this projected enrollment is used to estimate the following year's revenue. In December/January, the principal holds a priority engagement meeting with families to hear their initial thoughts about school budget priorities, then the principal works with the BCP chief of schools to develop a draft budget, receiving input from staff through a survey. In the spring, a team from BCPS reviews and approves the draft budget, while families are engaged twice more in the process: in a community budget forum and again at the end of the process with a budget review meeting. School leaders stated that the budget directly aligns both to the school overall goals and to the specific priorities communicated by families through the budget development process. For example, to focus resources on the reading goal, the budget includes lines for outside consultants to support teachers in implementing the reading curriculum. Further, school leaders noted that to support families' priorities around afterschool programming and mental health, the budget includes funding for the ASALA program (described above).

b. School leadership leverages staff in key roles in support of schoolwide goals. School leaders reported that the principal has organized the school's leadership to enable distributed focus on the school's goals: to manage the reading and mathematics goals, the principal and assistant principals work primarily with the educational associates in those content areas; to manage the attendance goal, the principal works with a designated attendance lead. School leaders added, and a review of data meeting and ILT meeting agendas and notes confirmed, that in addition to specific meetings between the principal and the leads for each goal, the ILT, reading data team, mathematics data team, and attendance team regularly discuss the data used to monitor progress toward their respective goals. The operator and school leaders noted that the school leverages funding to provide staff who work with students and families directly toward the attendance goal and indirectly toward the reading and mathematics goals: to support the attendance goal, the budget ensures full staffing of the dream team, who build relationships to increase student attendance and conduct outreach to students who are chronically absent; the school also decided to supplement its allocation for 1.5 social workers to be able to fund two full-time positions.

c. School leadership leverages common staff time to focus on professional learning and collaboration in support of student achievement. The operator, school leaders, and teachers stated that there are two standing meetings that serve as anchors for teacher collaboration: Academic Content Planning meetings (ACPs) and grade level teams. School leaders and teachers explained that ACPs are held schoolwide every Thursday (a review of the school schedule

indicated that the schedule is adjusted to create the common planning time required for these meetings); ACPs are led by coaches. A review of ACP agendas and meeting notes indicated discussions about curriculum and instructional practices, as well as analysis of data that measures students' progress (all described in more detail above). School leaders added that PD often occurs during ACPs; for instance, as noted above, newer teachers often need assistance in looking for trends in students' academic data and then using that data to adjust instruction, so coaches provide support for those practices in ACPs. School leaders and teachers explained that grade level teams are held every Tuesday during common planning time and are led by a grade level team leader. Teachers noted that school leaders sometimes join these grade level team meetings and that special education teachers often use part of this time to conference with general education teachers.

Key action 5.3	The school's board of trustees (or operator) provides competent stewardship and oversight of the school.	Effective

a. The governing board maintains essential knowledge of the school and provides oversight of the academic program. As noted above, board members articulated all aspects of the school's vision and mission and gave specific examples of ways that the school exemplifies the mission through its regular work. Board members reported, and a review of board meeting agendas, minutes, and supporting materials confirmed, that they are informed about the school's ongoing progress through several means: board members receive a written report and verbal update from the executive director at quarterly board meetings, as well as reports from each committee of the board (described in more detail below); the parent board member, who also serves as the president of the PTO, serves as a channel of communication between families and the board. Specific oversight of the school's academic program is carried out by the board's education committee, which meets quarterly before each full board meeting to review assessment data and discuss academic programming. A review of the September 2024 education committee meeting agenda and materials indicated a discussion of the most recent MCAP data and the previous year's attendance data. Board members, the operator, and school leaders reported that the board asked BCP and the school to research a new mathematics curriculum in response to concerns about students' low achievement in that content area (the school chose Reveal Mathematics and has begun to implement it).

b. The governing board provides financial oversight by monitoring the school's financial records and ensuring that the school remains fiscally viable. Board members explained that a finance committee provides primary oversight of the school's financial status and processes; the finance committee meets quarterly to review and discuss specific measures of financial health. For instance, board members reported that the finance committee manages the annual financial audit process, adding that the board received the most recent audit report in January 2025 and noting that this audit revealed no material findings. Board members stated, and a review of board

meeting agendas and minutes confirmed, that there is a finance committee report given at quarterly board meetings; a review of minutes from the December 2024 board meeting indicated that the finance report included updates on the annual audit and continuing work with BCPS to determine accurate personnel budget projections for next school year. As described above, the school budgeting process is guided by BCPS policy and procedures and is carried out primarily by the school leaders in collaboration with BCP and with input from staff and families.

c. The governing board maintains effective governance practices to ensure organizational viability and mostly ensures systematic oversight of the school leader. Board members reported, and a review of the 2024–25 Board Member Handbook confirmed, that there are currently 19 members of the board bringing a range of backgrounds and skill sets, including experience in education, finance, law, and marketing. Board members reported that new members participate in an onboarding process to orient them to their new role. Board members added that there are family representatives from each of the schools overseen by the board, as well as indicated that board members attend events at the school and in the community. Board members and the operator stated, and a review of the 2024-25 Board Member Handbook confirmed, that the board maintains the following standing committees: education, finance, fundraising and marketing, and nominating. Board members and the operator stated that the executive director (ED) is the only staff member who reports directly to the board, indicating that the evaluation process is based on the BCP strategic plan and consists of a conversation between the ED, the current board chair, and the board chair emeritus. The operator stated, and a review of the ED's "BCP President and CEO Annual Review" slide deck confirmed, that the ED prepares a slide deck to highlight BCP's fiscal status, engagement with the school and community, and high-level progress toward the goals in the BCP strategic plan. While the slide deck includes a brief summary of the ED's evaluation conversation with the board chairs, board members and the operator reported that there is no formal performance evaluation produced and discussed by the board.

APPENDIX A: SER TEAM MEMBERS

The SER visit to Pimlico Elementary/Middle School was conducted on May 6 through 8, 2025 by a team of representatives from SchoolWorks, LLC and Baltimore City Public Schools.

Team Lead and Writer: Chad Ferguson, SchoolWorks, LLC

Team Member: Carl-Anthony Watson, SchoolWorks, LLC

Team Member: Sean Bailey, Baltimore City Public Schools