

Comprehensive Progress Report

Mission:

In an atmosphere of respect for individuality, all children are motivated, challenged, and prepared for the next level of academic development.

Vision:

We, the students, parents, staff, and the community of Selwyn Elementary will nurture and educate every child to be and feel successful.

Goals:

Provide a duty-free lunch period for every teacher on a daily basis. (A4.06)

Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week. (A2.04)

Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors as indicated on the Student Engagement Survey. (A4.06)

The percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts (ELA) EOG will increase from 20% in SY2021-22 to 35% in SY2022-23 and 50% in SY2023-24.

We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

The percent of students reporting a positive self-perception of their engagement will increase from 72% on the Fall 2021 Panorama Screener (in Grades 3-5) to 77% in SY2022-23 and 82% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 88.3% in SY2021-22 to 50% in SY2022-23 and 23% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 1)



! = Past Due Objectives

KEY = Key Indicator

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| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | | |
| Effective Practice: | | Curriculum and instructional alignment | | | | |
| KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date | |

Initial Assessment:

At the end of the 2021-22 school year, teachers were consistently aligned to grade level standards and followed core instructional expectations in math and whole group EL module instruction. We have created a master schedule that ensures ample instructional minutes for all content areas, including opportunities for small group instruction and interventions. The administrative team, Literacy Facilitator and math support teacher support K- 5th grade teachers with unpacking the standards through PLC planning times to ensure teachers understand the breadth of the standards. Teachers consistently use the resources provided by the district for math and whole group ELA. SORA and EPIC serve as our online text resources.

We used .5 of a cash position to fund a part-time reading teacher who is Orton-Gillingham trained. The position is used to support our K-3 students who are performing below grade level in reading. An ADM was exchanged for a full time math teacher who is used to support our 3rd - 5th grade students who are performing below grade level in math. We are also using PTA funds for RAZ.

Limited Development
08/05/2022

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| How it will look when fully met: | All teachers will have an understanding of the literacy and math curriculum. Teachers will spend time in Grade Level PLCs unpacking the standards and identifying the essential skills and learning targets, reviewing the lessons in the curriculum, reviewing assessments and skills required for the assessments, and planning for the instructional blocks. Data analysis of formal and informal assessments and student work will also take place during PLCs. Teachers will analyze prerequisite skills needed and create on-ramps for students to access the grade level standards at all levels. In addition, teachers will differentiate the whole group lesson for students who have already demonstrated mastery of the standard. Data will also be used to plan differentiated activities for small groups during the literacy and math blocks. EC, ML, and TD teachers will be an integral part of the planning process and will provide specific strategies for teachers to implement with the different subgroups of students. Walkthrough and observation data will indicate that teachers are implementing standard-aligned instruction across all aspects of the instructional day. | | Erica Ellis, Elected 02/2022 | 06/15/2024 |
| Actions | | 0 of 3 (0%) | | |
| 8/10/22 | Provide training to all K-5 teachers on skills and ALL block instruction including school wide-expectations, available resources, and how to plan for small groups. (Aligns to CMS Goal 1 and Goal 4) | | Michelle Vulgamore, Elected 08/2020 | 09/15/2022 |
| <i>Notes:</i> | | | | |
| 8/10/22 | Provide professional development to all staff on analysis of EVAAS and MAP data through the DUSI team throughout the school year. (Aligns to CMS Goal 1 and Goal 4) | | Sharone Harris, Elected 8/2021 | 05/15/2023 |
| <i>Notes:</i> | | | | |
| 8/10/22 | Revise planning agenda to prioritize discussion on differentiation of core instruction and small group instruction for both reading and math. (Aligns to CMS Goal 1 and Goal 4) | | Michelle Vulgamore, Elected 08/2020 | 06/10/2023 |
| <i>Notes:</i> | | | | |
| Core Function: | Dimension A - Instructional Excellence and Alignment | | | |
| Effective Practice: | Student support services | | | |

| | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | | <p>Currently, our staff provides standards-aligned core whole group instruction and differentiated small group instruction. Teachers have demonstrated growth in identifying and progress monitoring students with supplemental or intensive plans. We have created a master schedule with service delivery models to ensure we are meeting the needs of all students with IEPs, LIEPs, and TD plans. Additionally, we have allotted time for intervention delivery. We are utilizing the district's updated Standard Treatment Protocol when providing supplemental and intensive interventions. In terms of our MTSS leadership team, we have identified new processes and procedures to support staff as they implement the MTSS process, including the analysis of screening data and the effectiveness of our core instruction.</p> <p>We used .5 of an ADM for a reading teacher trained in Orton Gillingham. She provides intensive reading interventions to students in grades K-3. We are using district resources to provide training to all staff on MAP and EVAAS data analysis through the DUSI team. To support the differentiation of core instruction, and meeting the needs of all students, we have also utilized district support through the B3 specialists for additional staff professional development. District resources are being used to fund LETRS training and Orton Gillingham training.</p> | Limited Development 08/05/2022 | | |
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| How it will look when fully met: | | All students will receive core instruction that is aligned to the standards and is delivered effectively, differentiated as needed for students performing below and above grade level expectations. Classroom teachers will plan core instruction in PLCs and will ensure that all tasks are aligned. Small group instruction will be a priority, ensuring each student receives needed instruction based on data. Classroom teachers will analyzed assessment data collaboratively to determine if students need supplemental or intensive interventions. Classroom teachers will create MTSS plans for students and implement interventions in the hybrid model with fidelity. They will progress monitor the interventions consistently. Teams will monitor student progress and adjust plans if needed. Professional Development will be offered for teachers so that they can fully understand the MTSS process and expectations. Walkthrough data will indicate that teachers are delivering standard-aligned core instruction. Assessment and progress monitoring data will indicate that students are making progress with interventions and teachers are closing the gap in their achievement. | | Erica Ellis, Elected 02/2022 | 06/15/2024 |
| Actions | | | 0 of 3 (0%) | | |
| | 8/10/22 | Provide professional development to all staff on Branching Minds and schoolwide MTSS framework. (Aligns to CMS Goal 1, Goal 4 and Guardrail 1.3) | | Katelyn Gardepe, Math Support Teacher | 10/15/2022 |
| <i>Notes:</i> | | | | | |
| | 8/10/22 | Establish an MTSS leadership team to drive the work of MTSS throughout the building. (Aligns to CMS Goal 1, Goal 4 and Guardrail 1.3) | | Sharone Harris, Elected 8/2021 | 10/30/2022 |
| <i>Notes:</i> | | | | | |
| | 8/10/22 | Create a schoolwide MTSS framework for on-going data analysis and plan review to ensure all students' needs are met. (Aligns to CMS Goal 1, Goal 4 and Guardrail 1.3) | | Katelyn Gardepe, Math Support Teacher | 05/15/2023 |
| <i>Notes:</i> | | | | | |
| KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |

Initial Assessment:

Based on data we were able to collect last year, we feel that some of our strengths going into this year is that all of our K-5 grade teachers conduct morning meeting sessions with their class. Additionally, our school counselors conducted counselor coffees for the Selwyn community, individual and small group counseling for students. We are using the Panorama screener and our counselors are working with students based on outcome data. We have created a new committee focusing on student's behaviors and staff responses. The committee has been working since the end of the 2021-22 school year to plan for a shift in how we respond to students. The committee has already completed the following: installation of sensory pathways on our hallways, a new school-wide incentive program, planning/purchasing for a "reset room" and scheduled training with B3 district specialists.

We have used funding from the PTA to purchase sensory pathways and "reset room" materials. In addition, we are using district resources through the B3 specialist to provide staff professional development. We have allocated time for teachers to engage in Implicit Bias training. We are also leveraging district resources to provide additional professional development on the Caring Schools curriculum.

Limited Development
08/05/2022

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| <p>How it will look when fully met:</p> | <p>All classroom teachers will develop positive relationships with their students and be able to recognize their social-emotional needs. Classroom teachers will then plan daily Morning Meeting lessons that are differentiated based on the needs of the students in their classroom. Counselors will be present in classrooms to conduct guidance lessons and character education lessons. They will develop caseloads of students based on referrals from parents and teachers, attendance data, academic data, panorama data and behavioral data. They will form small group counseling sessions based on the data collected from their caseloads so that students can relate to their peers and begin to develop coping strategies. Counselors and Administrators will conduct mediation sessions as needed using the restorative practices model. All classroom teachers will implement behavioral interventions with students who are struggling with rules and expectations and will consistently track and progress monitor the effectiveness of the interventions. Staff will be proactive in supporting students' emotional needs; They will use the reset room and sensory pathways appropriately and effectively. Our school culture around behavior will shift to recognize behavior as a form of communication, resulting in more effective staff responses and increased teachable moments. All classroom teachers will refer students to the MTSS team who are not making progress with the behavioral interventions and will effectively implement the interventions created by the MTSS team. MTSS data will indicate that students are making progress with interventions. Attendance and academic data will improve, the number of discipline referrals will decrease, suspensions will go down, and student panorama data will show a student population with high self-perceptions in engagement, self-efficacy, and self-discipline.</p> | | <p>Erica Ellis, Elected 02/2022</p> | <p>06/15/2024</p> |
| <p>Actions</p> | | <p>0 of 4 (0%)</p> | | |
| <p>8/10/22</p> | <p>Provide professional development to all staff on B3 through district B3 specialists. (Aligned to CMS Guardrail 1.3 and Guardrail 3.3)</p> | | <p>Erica Ellis, Elected 02/2022</p> | <p>10/30/2022</p> |
| <p>Notes:</p> | | | | |

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| 8/10/22 | School counselors will monitor attendance data through the Navigator Portal and MTSS meetings. School Counselors will contact families when three absences occur to trouble shoot and support families as needed. Attendance concerns will be addressed during Student Services PLC meetings. Counselors will follow through on CMS guidelines/expectations, including the attendance contract. Home visits will be conducted as needed. (Aligns to Goal 1 and Goal 4) | | Caroline Myers & Wendy Proctor, School Counselors | 05/15/2023 |
| <i>Notes:</i> | | | | |
| 8/10/22 | Counselors will provide small group instruction based on panorama data, including lessons focused on students reporting a positive self-perception of their engagement in school. (Aligned to CMS Guardrail 3.3) | | Wendy Proctor and Caroline Myers, School Counselor | 05/15/2023 |
| <i>Notes:</i> | | | | |
| 8/10/22 | The Selwyn B3 committee will provide professional development to staff on supporting students social-emotional development through caring schools, movement, sensory labs, sensory pathways, and relationships. They will focus on shifting school culture on how we respond to students' emotions and prevent time out of class. (Aligned to CMS Guardrail 1.3 and Guardrail 3.3) | | Erica Ellis, Elected 02/2022 | 05/15/2023 |
| <i>Notes:</i> | | | | |

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| Core Function: | Dimension B - Leadership Capacity |
| Effective Practice: | Monitoring instruction in school |

| | KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | <p>An electronic walkthrough template and schedule has been created for the Principal, Assistant Principal, and Literacy Facilitator to use. The data is sent directly to teachers and is populated into a spreadsheet. The data is referenced during administrative meetings to analyze trends, create coaching plans, and create Professional Development. A formal observation schedule has been created for the Principal and Assistant Principal. Coaching caseloads have been created and walkthroughs and observation data are used to identify areas of need.</p> <p>We are utilizing funds from the PTA to purchase the use of SAM Time Track calendars. The tool supports us in scheduling walkthroughs and analyzing data on time spent on walkthroughs as well as time spent with each teacher.</p> | Limited Development 08/08/2022 | | |
| How it will look when fully met: | <p>Classroom walkthroughs will be conducted consistently on a weekly basis. Teachers will receive specific feedback that they can implement in their classrooms. Walkthrough data will be analyzed weekly at administrative meetings and will be used to analyze trends, create coaching plans, and plan for Professional Development. Formal observations will provide feedback to improve instruction and teachers will meet regularly with a teacher leader about their feedback and will receive a follow up after their observation. Coaching caseloads will be created based on areas of need and teachers will receive individual coaching to improve their instructional practice. On the Insight Survey, observation and feedback will increase from 6.5 and meet the CMS top quartile of 6.9. Specifically, there will be an increase to 80% of teachers who feel that an observer follows up to see how feedback is implemented after a formal observation, who regularly discuss feedback with a teacher leader, who feel they receive support to implement changes after observation feedback, who feel they get enough feedback on their instructional practices, and who get specific actions to increase their instructional practices.</p> | | Sharone Harris, Elected 8/2021 | 06/15/2024 |
| Actions | | 0 of 2 (0%) | | |
| 8/10/22 | <p>Conduct walkthroughs consistently across all grade levels during whole group and small group lessons in reading and math. Provide immediate feedback using walkthrough google form. (Aligns to CMS Goal 1 and Goal 4)</p> | | Sharone Harris, Elected 8/2021 | 10/15/2022 |

Notes:

8/10/22 Analyze walkthrough frequency data from SAM timetrack to ensure all staff members receive equitable time in their classrooms.
(Aligns to CMS Goal 1 and Goal 4)

Sharone Harris,
Elected 8/2021

05/15/2023

Notes:

| Core Function: | | Dimension E - Families and Community | | | |
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| Effective Practice: | | Family Engagement | | | |
| KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>Selwyn has an active PTA. Currently, the PTA President and Vice President meet with administrators to create a yearlong calendar of events. The events that address curriculum and what parents can do at home include: meet your teacher/open house, make and take parent PD sessions, CogAT parent meetings, ESL parent meetings, curriculum night, principal coffees, counselor coffees, PTA meetings with community speakers, and School Improvement Team. The events address curriculum expectations and topics that parents are concerned about in regards to academics and social-emotional learning. Parents fill out a survey on what topics they would like to discuss, and then the events are planned based on their responses. Teachers communicate with parents through mid-quarter progress reports, report cards, phone calls, emails, weekly homework, and weekly newsletters. Each teacher has a "room parent" who communicates with them and other parents in the class. The principal communicates with parents through the PTA Eagle Email, Connect Ed messages, and individual parent meetings.</p> <p>We are using the resource of time to meet with PTA weekly, attend and plan for special events, and provide evening opportunities for engagement.</p> | Limited Development 08/09/2022 | | |

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| <p>How it will look when fully met:</p> | <p>Families will be involved in their children’s education across all ethnicities, locations, and socioeconomic status levels. Selwyn will consistently interface with parents at many points, in many venues, over the course of their child's schooling years. Teachers will communicate with parents and help them be aware of what they can do outside of school to encourage their child’s academic success at each age and grade level. Parents will participate in sessions available throughout their child’s academic career at Selwyn that help them engage their children in academic activities linked to their children’s curriculum in school. Staff at Selwyn will offer advice to parents on the most vital components of voluntary expressions of family engagement, such as setting high expectations and adopting parenting styles that are associated with positive student outcomes. Teachers will take an active role in encouraging parental engagement in areas, such as checking homework and shared reading activities. Teachers and school leaders will have both preservice training and ongoing professional development, including practice in engaging with a variety of family contexts and cultures to develop the necessary skills to foster effective school–home partnerships. Teachers will meet face-to-face with families at Open House and Curriculum Night at the beginning of the school year, send materials each week on ways to help their children at home, and communicate routinely on how their children are performing. Teachers will offer suggestions for maximizing learning outside of school, and invite the families to suggest specific topics of interest. Teachers will consistently communicate what families can do to support their children’s learning. Parents will actively participate in family nights, parent education courses, parent-teacher conferences, School Leadership Team, School Committees, and the PTA.</p> | | <p>Sharone Harris, Elected 8/2021</p> | <p>06/15/2024</p> |
| <p>Actions</p> | | <p>0 of 1 (0%)</p> | | |
| | <p>8/10/22 We will meet with PTA president and vice president to plan and implement parent and community engagement events, including curriculum night, international day, principal coffees, and parent university. (Aligns to CMS Goal 1)</p> | | <p>Sharone Harris, Elected 8/2021</p> | <p>05/15/2023</p> |
| <p>Notes:</p> | | | | |