

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:

The percent of students in the two lowest performing sub groups in Kindergarten through 2nd grade students (combined) scoring at or above benchmark in early literacy as measured by DIBELS will increase 64.9% in SY2024-25 to 70% in 2025-2026. The percent of Kindergarten through 2nd grade students (combined) scoring at or above benchmark in early literacy as measured by DIBELS will increase from 90.9% in SY2024-25 to 100% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students in the two lowest performing subgroups scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 14.8% African-American and 32.1% Hispanic in SY2024-25 to 25% African-American and 42% Hispanic in SY2025-26. The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 68.2% in SY2024-25 to 74.9% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students in the lowest performing subgroup scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 30% in SY 2024-25 to 35% in SY 2025-26. The percent of students scoring College and Career Ready (CCR) on math End of Grade assessments in grades 3-5 will increase from 80.4% in SY2024-25 to 85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3).

The number of incidents will decrease from 60 in SY 2024-2025 and 50 in SY 2025-26. (Aligns to A4.06 and CMS Guardrail 2)

We will decrease chronic absenteeism from 10% in 2024-2025 to 8% in 2025-2026. (Aligns to A4.06 and CMS Guardrail 3)

We will increase the percent of teachers that agree or strongly agree with indicator 2 under Time in the Teacher Working Conditions Survey (The non-instructional time* provided for teachers is sufficient). We will increase from 48.89% in 2024 to 52% in SY 2024-2025 and 60 in SY 2025-2026. (Aligns to B3.03 and CMS Guardrail 4)

The percent of students in the lowest performing subgroup scoring College and Career Ready (CCR) on the 5th grade Science End of Grade assessments will increase from 25% in SY 2024-25 to 30% in SY 2025-26. (Aligns to A4.01, B3.03, and CMS Guardrail 1)

We will increase our overall ELA CCR from 68.2% in SY2024-2025 to 74% in SY2025-26.(Aligns to A2.04, B3.03, and CMS Goal 2).

We will increase Math CCR from 80.4% in SY2024-2025 to 85% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

We will increase our Science CCR from 75.2% in 2024-2025 to 80% in 2025-2026. (Aligns to A2.04 and B3.03)



| Core Function: | | Domain 1: Turnaround Leadership | | | |
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| Effective Practice: | | Practice 1B: Monitor short-and long-term goals | | | |
| 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 |
| <i>Initial Assessment:</i> | | <p>2024-2025 Narrative of Current Implementation:</p> <p>The principal met with the admin team twice per week, focusing one meeting on instruction. During the instructional meeting, we reviewed coaching plans and grade level trends based on walkthrough data. The principal and assistant principal planned for targeted walkthroughs based on data and MCL input. The coaching case load was split among members of the admin team, and coaching cycles were differentiated based on the teacher's data. The principal and assistant principal attended instructional planning for their assigned grade levels. Our challenge continues to be around consistency and frequency of feedback.</p> <p>As of June 2024 our preliminary data in 3rd grade, 78.4% of students demonstrated grade level proficiency with 61.9% college and career ready. This was a 3.5% decrease in GLP and a 2.9% increase in CCR. For our African-American students we saw an increase in CCR from 13.3% to 20%. For our Hispanic students we saw an increase in CCR from 16.7% to 18.2%. The percent of Black and Hispanic 2nd grade students performing above grade level as measured by Dibels increased from 24% in 2023 to 33% in 2024. The percent of Black and Hispanic 3rd grade students performing above grade level as measured by Dibels increased from 29%in 2023 to 43% in 2024. In 4th grade, 85.5% of students met or exceeded their EVAAS projection in reading and 96.4% in math. In 5th grade, 95.3% of students met or exceeded their EVAAS projection in reading, 96.2% in math and 90.2% in science.</p> <p>During the 2023-2024 school year we had the following success: based on instructional walkthroughs, we were able to put 2 teachers on coaching plans. The two teachers that received coaching had the following data:</p> <ul style="list-style-type: none"> Teacher 1 - 84% of students on or above grade level in reading based on DIBELS. In math MAP, 50% of students met growth goal with overall growth of 119.6%. Teacher 2 - 87% of students on or above grade level in reading based on DIBELS. In math MAP, 63.6% of students met growth goal with overall growth of 127.5%. | Limited Development 07/10/2024 | | |

Following MOY MAP data, teachers analyzed student growth during professional development led by the principal and teacher leaders. In addition, the principal met with teachers whose overall growth did not meet expectations. To increase consistency with walkthroughs and attendance in planning meetings, the principal and assistant principal split grade levels, allowing for more consistent and targeted feedback. We utilized a google form for walkthroughs that provided timely, clear and constructive feedback to teachers. During admin meetings, we analyzed walkthrough data to monitor trends, determine next steps, and plan for additional walkthroughs.

Some challenges we faced were in terms of consistency. With the addition of a new MCL to our team, we need to ensure consistency in our walkthroughs and instructional expectations across all grade levels and members of the admin team. With the addition of 8 new teachers to our staff, we will need to ensure that instructional expectations are clearly defined and consistently reinforced.

In order to address these challenges we have opportunities to make some shifts in the 2024-2025 school year. We are shifting our weekly admin meetings to twice per week. One meeting will be business items and the other will be focused solely on instruction. We will review walkthrough data as a team, MCLs will share successes and challenges, and we will schedule walkthroughs for the following week.

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| <p>How it will look when fully met:</p> | <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> | | <p>Sharone Harris</p> | <p>06/30/2026</p> |
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| <p>Actions</p> | | <p>0 of 2 (0%)</p> | | |
| <p>9/5/25</p> | <p>The leadership team will conduct weekly walkthroughs during 3rd-5th ALL block looking for the following: 3 20-minute rotations, feedback on student work, and small group lesson delivery as well as weekly walkthroughs during K-2 skills block looking for the following: Four 15-minute rotations, teacher assistant work connected to DIBELS or EL microphase, & small group lesson delivery bi-weekly to meet the needs of all students. (Goals 1-2).</p> | | <p>Sharone Harris</p> | <p>06/10/2026</p> |
| <p>Notes:</p> | | | | |
| <p>9/5/25</p> | <p>The leadership team and MCLs will conduct weekly K-5 math walkthroughs to check for lesson alignment, small group instruction, teacher led small group based on data, student collaboration and student engagement in centers bi-weekly to increase math proficiency. (Guardrail 1)</p> | | <p>Sharone Harris</p> | <p>06/10/2026</p> |
| <p>Notes:</p> | | | | |

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| <p>Core Function:</p> | <p>Domain 3: Instructional Transformation</p> |
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| <p>Effective Practice:</p> | <p>Practice 3A: Diagnose and respond to student learning needs</p> |
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| | 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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Initial Assessment:

As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state.

As of June 2024 our preliminary data is: in 4th grade, 85.5% of students met or exceeded their EVAAS projection in reading and 96.4% in math. In 5th grade, 95.3% of students met or exceeded their EVAAS projection in reading, 96.2% in math and 90.2% in science.

Successes for the 2023-24 school year included meeting the needs of all learners. In order to meet the needs of all learners, we ensured the capacity in staffing and the master schedule to allow for 36 K-2 students to receive small group reading interventions with a pull-out specialist. This included 6 Orton-Gillingham groups for K-2 students and 2 fluency groups using the UNC Fluency Partners intervention. EOY data shows that students who received the OG intervention grew significantly throughout the year.

-Kindergarten: 63% of students who tested at well below or below at BOY tested at benchmark or above by EOY.

-First Grade: 52% of students who tested at well below or below at BOY tested at benchmark or above by EOY.

-Second Grade: 57% of students who tested at well below or below at BOY tested at benchmark or above by EOY.

In addition to pull out groups, teachers also conducted interventions in their classrooms using OG, UNC Fluency Partners, and EL Skills Block. As a result of these interventions and Core, students in Kindergarten who were below benchmark decreased from 25% to 5% by EOY. Students in First Grade who were below benchmark decreased from 23% to 11% by EOY. Students in Second Grade who were below benchmark decreased from 19% to 9% by EOY.

In addition to reading supports, K-2 students who fell below the 25th percentile on MAP were provided the Kathy Richardson Developing Number Concepts intervention by a pull-out specialist. Students in 3rd-5th grade used Dreambox as an intervention, as well as part of the Core, showing 155% growth.

The MTSS Leadership Team held monthly meetings to discuss school progress, individual student data, attendance concerns, and intervention fidelity. Over the course of the year, 41 Intensive Meetings

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have been held with stakeholders to problem solve the needs of individual students and collaborate with families.

We continue to work on addressing issues with attendance, especially for students with contracted services for transportation. In addition, we are seeing a need for additional support for our rising second graders as we ended the year with 13 students showing the need to continue/begin reading interventions and 8 showing the need to continue/begin math interventions. Our team has struggled with the effectiveness of the Developing Number Concepts intervention and will need to work on making this fit the needs of our students. Classroom teachers are struggling with providing online interventions effectively and with fidelity.

Given our staffing, we are able to continue to have a full-time Orton Gillingham specialist to provide interventions for our students testing below benchmark in phonics. Our MTSS Interventionist will work to ensure the capacity to provide needed interventions to identified students with support from additional staff members. In addition, our MTSS Interventionist will work to ensure the fidelity of interventions throughout the year through observations and weekly monitoring.

During the 2024-2025 school year, we have the opportunity to have two MCLs with specific focuses on either grades K-2 or 3-5. These positions will help us to better assist teachers with necessary coaching, materials, and data driven instructional work to support the core.

During MTSS Leadership Team meetings and bi-weekly PLC meetings, teams will take a better look at attendance and ensure contact is being made with families and/or counselors.

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| How it will look when fully met: | <p>All students will receive Tier I core instruction that is aligned to the standards and is delivered effectively. Classroom teachers will plan core instruction in PLCs and will ensure that all tasks are aligned. Classroom teachers will use informal and formal assessment data to determine if students need Tier II supplemental 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. If students are not making progress with the supplemental interventions, classroom teachers will refer them to the MTSS team. The MTSS team will analyze all information and work as a team to determine if Tier III intensive interventions are needed. The teacher will progress monitor those interventions and review them with the MTSS team monthly. 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 instruction.</p> | | Lauren Rohrer | 06/30/2026 |
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| Actions | | 0 of 2 (0%) | | |
| 7/25/24 | The MTSS interventionist will collaborate weekly with MCLs and Reading Teacher to establish intervention groups and discuss intervention progress through analyzing progress monitoring data to increase overall student achievement. (CMS Goals 1 and 2, Guardrail 1) | | Gina Deans | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 7/25/24 | The MTSS Interventionist will conduct monthly MTSS leadership team meetings to analyze core and intervention academic, behavior, and attendance data. (CMS Goals 1 and 2, Guardrails 1, 2, and 3, and FAM-S 3) | | Gina Deans | 06/10/2026 |
| <i>Notes:</i> | | | | |

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| Core Function: | | Domain 3: Instructional Transformation | | | |
| Effective Practice: | | Practice 3B: Provide rigorous evidence-based instruction | | | |
| | 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: | | As of June 2024, our preliminary EOG data is in 3rd grade, 78.4% of students demonstrated grade level proficiency with 61.9% college and career ready. This was a 3.5% decrease in GLP and a 2.9% increase in CCR. For our African-American students we saw an increase in CCR from | Limited Development 07/10/2024 | | |

13.3% to 20%. For our Hispanic students we saw an increase in CCR from 16.7% to 18.2%. The percent of Black and Hispanic 2nd grade students performing above grade level as measured by Dibels increased from 24% in 2023 to 33% in 2024. The percent of Black and Hispanic 3rd grade students performing above grade level as measured by Dibels increased from 29% in 2023 to 43% in 2024.

During the 2023-24 school year successes include, all teachers attended data dive sessions following benchmark assessments. Teacher leaders facilitated PD for 3rd-5th grade teachers on the analysis of MVPA and MAP data. Teachers were able to use both data points to plan for targeted small group instruction. In addition, we allocated an additional staff member to work with TD students in grades 3rd-5th. This allowed for more small group instructional time for all students.

Some challenges we anticipate are: during the next school year, we will have new teachers (new to the grade level or new to teaching) on every team. In addition, we are implementing a new math curriculum. As a result, more time will have to be spent during planning on the core content and core lesson delivery. This year we were able to spend more time on small group instructional planning.

To address these challenges, we have modified our staffing plan to include two MCLs. One MCL will focus on 3rd-5th literacy and math, the other will focus on K-2 literacy and math. We have already determined coaching loads for both MCLs, ensuring our new teachers have the support needed to be successful. For our new teachers, we have crafted a monthly meeting professional development plan that will address common needs (behavior management, parents at Selwyn), as well as provide opportunities for teachers to observe master teachers on and off their grade levels. We have also communicated to all teachers the importance of attending professional development sessions over the summer for the new math program. Based on insight survey data, we are looking to offer differentiated PD for teachers in-house as well as conference opportunities.

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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, and the data will be used to plan differentiated activities for small groups during the literacy and math blocks. EC, ESL, 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. | | Michelle Vulgamore | 06/30/2026 |
| Actions | | 0 of 3 (0%) | | |
| 9/5/25 | Teachers will be provided professional development using the Reading Strategies 2.0 book focusing on planning for and implementing differentiated small group instruction in reading monthly to increase reading proficiency. (Goals 1-2) | | Sharone Harris | 02/02/2026 |
| <i>Notes:</i> | | | | |
| 11/19/24 | K-5 teachers will establish structures to increase intentionality of small group instruction and meaningful teacher feedback on student work in both reading and math through weekly data analysis meetings to increase reading and math proficiency. (Goals 1-2, Guardrail 1) | | Michelle Vulgamore, MCL and Jonathan Lin, MCL | 06/10/2026 |
| <i>Notes:</i> | | | | |
| 9/5/25 | Teachers will participate in weekly 90-minute instructional planning that will include discussion of student engagement strategies, opportunities for scaffolding, modeling lessons, unpacking of standards, and specific academic monitoring look fors to increase reading, math, social studies and science proficiency. (CMS Goals 1 and 2, Guardrail 1, FAM-S 29) | | Sharone Harris, Lauren Rohrer, Michelle Vulgamore, | 06/10/2026 |
| <i>Notes:</i> | | | | |
| Core Function: | | Domain 4: Culture Shift | | |
| Effective Practice: | | Practice 4A: Build a strong community intensely focused on student learning | | |

| | 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 |
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| <i>Initial Assessment:</i> | | | <p>Successes for the 2023-24 school year include growth in overall emotion regulation in grades 3-5, we did not meet our goal of 70% coming in just shy at 67%. Selwyn's overall attendance for 10+ days unexcused absences decreased from 15.8% in 2022-23 to 10.6% in 2023-24 and our attendance for 10+ unexcused absences to date of report has dropped from 48.8% in 2022-23 to 27.10% in 2023-24 for our African American students; however, our chronic absenteeism for the same demographic increased. We only had two students with Out-of-School suspensions for this school year.</p> <p>Challenges for the 2023-24 school year include growth in our attendance rates and self regulation. Our goal is to put additional focus on self regulation for our rising 5th graders in the 2024-25 school year. For attendance, we need increased communication with families as to the importance of attendance for school success.</p> <p>To address these challenges we have opportunities for more concentrated guidance lessons in coping skills, conflict resolution and resiliency, small group leadership opportunities. For attendance, increased communication with families from day 1 as to the importance of attendance. Enhancement of the attendance efforts we put in place during the 2023-24 school year.</p> | Limited Development 07/10/2024 | | |

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| How it will look when fully met: | <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, 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. 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, and the number of discipline referrals will decrease.</p> | | Sharone Harris | 06/30/2026 |
| Actions | | | | |
| <i>Notes:</i> | | | | |

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| Core Function: | | Domain 4: Culture Shift | | | | |
| Effective Practice: | | Practice 4C: Engage students and families in pursuing education goals | | | | |
| | KEY | E1.06 | <p>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)</p> | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | <p>The following data points show the progress we have made for this indicator:</p> <ul style="list-style-type: none"> On Parent Square, we had 2,783 class posts, 57 school posts and 75 group posts. 458 out of 941 parents interacted through comments or appreciations. | Limited Development 07/10/2024 | | |

Successes for the 2023-24 school year include: this year we had strong parent attendance at all social gatherings including Fall Festival, the Sweetheart Dance and SCArts. Parents also attend events at the start of the year such as Meet Your Teacher and curriculum night. This year we implemented quarterly awards assemblies to recognize students for their work in academics, social-emotional learning, and special areas. Parents of awarded students were in high attendance and the assemblies opened dialogue between teachers and parents on what students can do to work towards certain achievements. Our counselors facilitated 3 coffee talks focused on internet safety, anxiety and the transition to middle school. This year we also implemented our first annual international day festival in partnership with the PTA. We were able to involve parent volunteers from a variety of cultural backgrounds, allowing our students to celebrate their own heritage while also learning about the culture and traditions of their peers.

Challenges for the 2023-24 school year based on feedback from the School Improvement Team, and other parents throughout the year, timely communication around special events hindered participation, including classroom volunteer opportunities and awards celebrations. Parents also shared confusion and frustration around how to log-in to online learning platforms at home. With the introduction of a new math curriculum, we anticipate parent questions around math instruction.

Opportunities to address these challenges for the 2024-25 school year include the creation of a resource for parents with step-by-step directions on how to log-in to call web-based learning platforms. In addition, we are going to create a live calendar for parents on our website so they can plan in advance for all special events. This will be a collaborative effort with the PTA. To support parents' understanding of testing and data, we are creating a one page document that will be linked on our website, outlining all testing that takes place in each grade level. The document will help parents understand the purpose of the assessments and how to interpret their child's scores. Our Kindergarten team is also shifting its curriculum night to a date earlier in the school year. Based on their experiences, Kindergarten parents are eager for information earlier in the school year.

How it will look when fully met:

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.

Sharone Harris

06/30/2026

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