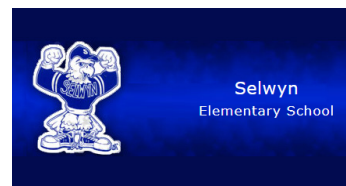


# 2021-2022 State of the School Report

Selwyn Elementary School



Principal Name

Sharone D. Harris

## I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	73.1	50.0		83.3		47.1
	CCR	62.5	33.3		75.0		23.5
Grade 4	GLP	76.8			87.7		
	CCR	67.4			79.5		
Grade 5	GLP	76.0	36.4		80.3		28.6
	CCR	62.5	27.3		67.6		7.1
School	GLP	75.3	48.3	44.0	83.8	9.1	35.0
	CCR	64.1	27.6	44.0	74.1	9.1	15.0

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	80.8	58.3		88.9		70.6
	CCR	63.5	33.3		70.8		41.2
Grade 4	GLP	80.0			91.8		
	CCR	73.7			87.7		
Grade 5	GLP	79.2	45.5		87.3		42.9
	CCR	64.6	27.3		73.2		21.4
School	GLP	80.0	51.7	44.0	89.4	45.5	52.5
	CCR	67.1	27.6	32.0	77.3	27.3	30.0

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	83.2	50.0		88.7		53.8
	CCR	76.8	30.0		84.5		30.8

EOG School Composite 2020-21	78.4
School Letter Grade*	B

\*Based on 2018-19 achievement data

## II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, increase the percent of students demonstrating Grade Level Proficiency from 75.3% to 85% and increase the percent of students demonstrating College and Career Readiness in English Language Arts from 64.1% to 70%.

By June 2022, increase the percent of students demonstrating Grade Level Proficiency from 80% to 90% and increase the percent of students demonstrating Career and College Readiness in Math from 67.3% to 75%.

## III. CHIEF CHALLENGES

- One challenge is student absenteeism and tardiness. Students who are in most need are not consistently on campus to receive instruction.
- The second challenge is staffing. It has been a challenge finding employees to fill EC teacher assistant positions.
- The third challenge is the workload on teachers and delegating as much as we can to our admin team, facilitator, and support staff.

## IV. PLANS FOR THE YEAR: SIP ACTIONS

Our team has created a spreadsheet to monitor all students on an MTSS plan. There is time set aside on the teacher's master schedule for them to provide the interventions and to progress monitor. Data meetings are scheduled with PLC teams to assess if the interventions are working. In addition, the core action walkthroughs are helpful in monitoring instruction in the classroom