

STRATEGIC & CONTINUOUS TITLE I SCHOOLWIDE PROGRAM
School Improvement & Achievement Plan

2022-2025

School Name	Selma Elementary School
School Address	200 South East Street, Selma, IN, 47383
School Telephone	765-282-2455
School Fax	765-281-3730
School Number	1381
Corporation Number	1895

Elementary Principal
Mrs. Lesley Moulton

Superintendent of Schools
Mr. Bryan Rausch

Board of Trustees
Mr. Keith Davis, President
Mr. Bob Cook
Mr. Kevin Thomas
Mr. Austin Rich
Mr. Kevin Nemyer

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Acknowledgement Page:

The individuals listed below served on the school improvement/leadership committee for Selma Elementary School. The following team worked to develop, provide perspective, and submit this plan for improving learning and student achievement.

Certified Team Members:

Leadership Team

Mrs. Lesley Moulton	Elementary Principal
Mr. Chandler Cross	Elementary Assistant Principal
Mrs. Nancy Shreve	Kindergarten Teacher
Miss Kristina Grove	1st Grade Teacher
Miss Katie Driver	2nd Grade Teacher
Mrs. Amanda Thrasher	3rd Grade Teacher
Mrs. Ashley Werling	4th Grade Teacher
Mrs. Chris Holdren	5th Grade Teacher
Mrs. Jennifer Sites	Title I Reading Teacher
Mrs. Elizabeth Parks	School Counselor

Reading Team:

Mrs. Meg Bundy	5th Grade
Mrs. Kasey Fisher	4th Grade
Mrs. Tracey Montgomery	3rd Grade
Mrs. Ashleigh Comer	3rd Grade
Mrs. Lynn Swallow	2nd Grade
Mrs. Bryttani Mills	1st Grade
Mrs. Karissa Mullett	Kindergarten
Mrs. Jennifer Sites	Reading Intervention Teacher
Ms. Lexi Stanley	Reading Intervention Teacher
Mr. Jeff Cole	Special Education

Math Team:

Mrs. Kristi Bowen	5th Grade
Mrs. Chris Holdren	5th Grade
Mrs. MacKenzie Kerr	4th Grade
Mrs. Ashley Werling	4th Grade
Mrs. Amanda Thrasher	3rd Grade
Mrs. Lindsey Garcia	3rd Grade
Ms. Samantha King	2nd Grade
Ms. Kendal Wright	1st Grade

Mrs. Kalie Garrett	Kindergarten
Mrs. Erin Wilson	Kindergarten
Mrs. Matt Craycraft	Special Education

CLASS Team:

Mrs. Meg Bundy	5th Grade
Mrs. Becky Reece	4th Grade
Mrs. Hannah Kauffman	3rd Grade
Mrs. Katie Bousman	2nd Grade
Miss Katie Driver	2nd Grade
Miss Kristina Grove	1st Grade
Mrs. Nancy Shreve	Kindergarten
Mr. Caleb Henderson	Physical Education
Mrs. Lori Mikel	Special Education
Mrs. Elizabeth Parks	School Counselor

Parent/Community Representation:

Mrs. Hannah Kauffman	Parent
Mrs. Erin Wilson	Parent
Mrs. Jennifer Sites	Parent
Mrs. Amanda Thrasher	Parent
Mrs. Jennifer Wallen	Parent
Mrs. Katie Bousman	Parent
Mrs. Elizabeth Parks	Parent
Mrs. Kasey Fisher	Parent

2021-22 Meeting Dates:

The 2022-2023 improvement teams met on the following dates to update, create and formalize the 2022-2024 SWP for Selma Elementary School.

Fall 2021:

Reading Team: September 19, 2022 and September 28, 2022

Math Team: September 20, 2022

CLASS Team: September 21, 2022

Winter/Spring 2022-2023: The teams will continue to meet to monitor progress and make updates as needed.

SELMA ELEMENTARY



VISION DATA

CHARACTER:

% showing responsibility for turning in homework consistently (all grades)	100%
% following their Life Skills and DOING THE RIGHT THING (all grades)	100%
% TREATING PEOPLE RIGHT!	100%

ILEARN:

% passing all ILEARN tests (all grades and subjects)	100%
% passing ILEARN Language Arts (all grades)	100%
% passing ILEARN Mathematics (all grades)	100%

GRADE LEVEL:

% performing at or above grade level – mathematics (each semester)	100%
% performing at or above grade level – reading (each semester)	100%
% performing at or above grade level – writing (each semester)	100%

SELMA ELEMENTARY MISSION STATEMENT:

The mission of the administration, faculty, staff, parents, and community of Selma Elementary School is to provide a safe and caring environment in which each child is respected and is given the opportunity to develop values, character, and attitudes. Each child also acquires skills necessary for a contemporary society and assistance from instructional leaders who remain progressive in techniques and open to change. The curriculum serves educational, emotional, social, and physical needs to help each child become a productive member of society.

LIBERTY-PERRY COMMUNITY SCHOOLS MISSION STATEMENT

The mission of the administration, faculty, staff, parents, and community of the Liberty-Perry Community School Corporation is to provide a safe and caring environment in which each child is respected and is given the opportunity to develop values, character, and positive attitudes. Each child also acquires skills necessary for a contemporary society with assistance from instructional leaders who remain progressive in techniques and open to change. The schools serve educational, emotional, social, and physical needs so that each child becomes a productive member of society.

A PROFILE OF SELMA ELEMENTARY SCHOOL:

At the time of the April 13th, 2010 School Board Meeting, it was decided to close Perry Elementary, effective the last day of the 2009-2010 School Year. Perry Elementary housed grades kindergarten and first. As a result of the closing of Perry Elementary School, Selma Elementary now houses all elementary grade levels, beginning the Fall Semester of 2010 (Grades K-5).

Selma Elementary

Selma Elementary School is located in the town of Selma, Indiana, four miles east of Muncie in Delaware County. At present, 575 students are enrolled in grades K, 1, 2, 3, 4, and 5.

Selma Elementary is the only elementary school that services the Liberty-Perry Community School Corporation. At the conclusion of the 2009-2010 school year, Perry Elementary was closed as a result of budgetary cuts and a decline in enrollment. Since this time, Selma Elementary School remains the sole elementary school in the Liberty-Perry Community School Corporation.

Selma is currently a Title I funded school. This is a result of the number of students who qualify for the free and reduced lunch program. At present time, 58% of students attending Selma Elementary qualify for free and/or reduced lunch. Selma Elementary was approved as a "SchoolWide" Title I School beginning with the 2010-2011 School Year.

The student population is predominantly Caucasian. Over the past nine years the ethnicity percentages have varied from 0%-1%. At this time, 50% of the student population is female and 50% of the population is male.

Teachers offer a rich and varied curriculum that is both child-centered and responsive to individual needs. By attending professional development opportunities, Selma's teachers exhibit a desire to stay current and to grow in their professions.

In addition to weekly instruction in music, art, physical education, counseling, character education, literacy, and library, students have access to programs for group and one-on-one counseling, learning differences, reading remediation, and high ability education. A drug awareness program, "Too Good for Drugs", is utilized at the fifth grade level to educate children on the negative effects of alcohol and drug use. Selma community members are often invited to the classroom to share a talent or skill, such as writing, historical research or foreign language.

Cultural and academic partnerships are available through Ball State University, Minnetrista Cultural Center, the Horizon Center, and the Children's Museum. Locally, Selma is located close to Prairie Creek Reservoir, the National Academy for Model Aeronautics, and the Cardinal Greenway. Selma's students benefit from these resources through field trips, speakers, student teachers, and educational consultants.

The community of Selma can be characterized by the pride it takes in its children. At the annual Selma Bluebird Days, students are showcased in a talent show, which is one of the highlights of the festival.

Being a small, rural town community, most residents of the school district work in Muncie, Anderson, Fort Wayne, or Indianapolis. Although few school parents are actively engaged in farming, Selma has been able to preserve its identity as a rural community.

Building History

Selma Elementary was originally built in 1954 on a 12-acre site, on the southeast side of Selma, with 12 classrooms, a library, offices, gymnasium/cafeteria, kitchen, and boiler room. A ten-room addition was constructed in 1962 along with a special reading room, health suite, and faculty room.

In 1994, a major renovation was undertaken, and many improvements were made. A new gymnasium was added. Also added were a new entrance lobby, music room, and an art room complete with a kiln. The old gym/cafeteria was converted into a carpeted cafetorium, complete with a half-round stage that is wired for sound and lighting. The entire building was refurbished, and is a beautiful facility throughout.

During the Fall 2006 Semester, Koorsen Fire and Security installed a security system and access control system in Selma Elementary School. This security system is a mix of perimeter and interior detection devices. Every exterior door is equipped with a touch pad sensor. Hallways and high traffic areas are protected by interior motion detectors. The system, capable of 150 users, is managed from three English display keypads on site.

A new telephone system was installed in the summer of 2020 in every classroom. Each room has a direct link to the front office, other classrooms, and the public telephone system.

A new construction project began in March of 2016. The project was finalized the Fall of 2016. This project added two general education classrooms, one special education classroom along with its own restroom and sensory room, a set of male/female restroom, one staff restroom, one custodial storage area, and a small resource room.

The most recent project was completed in September of 2020. It included the reconfiguration of 3 rooms to become 2 classrooms, reconfiguring the office area to make a larger Conference Room and additional small group instruction rooms, and a new secure entry office and clinic.

We are currently planning for the addition of two classrooms and two small group instruction rooms so that we can house our own preschool at Selma Elementary through GRIC.

CURRICULUM & INSTRUCTION:

The Indiana Academic Standards (IAS) are the backbone of the curriculum at Selma Elementary School. The school curriculum is a comprehensive plan to provide a K-12 continuum of options and services that meet the needs, abilities, and interests

of the Selma students. A committee of teachers, parents, and administrators is selected and given the task of curriculum review on an annual basis. This is done in conjunction with the textbook adoption process. At this time, it is a local decision to determine subject adoption during any given year. The textbook committee then selects the materials that most effectively cover the corporation-adopted curriculum.

The challenge of implementing the curriculum is supported by the school's leadership committee. Teachers are responsible for making certain that their instruction will lead to the achievement of the Indiana Academic Standards.

Indiana Academic Standards are found on the website of the Indiana Department of Education.

Initiatives to be implemented, or the continued implementation during the 2022-2023 school year will consist of NWEA Assessment, a 90-120 minute Reading block, instruction based on the DOE's guidance regarding ILEARN blueprints, a technology initiative in each grade level, a Balanced Literacy Reading Program in each classroom, 1-to-1 iPad implementation in grades K-5, an enrichment/acceleration high ability program for K-5 students, a leveled reading library, and a continued emphasis on the CLASSworks Culture and Community Strands. Selma Elementary's RTI plan will continue to be implemented based on student data from the school's needs assessment. We currently implement Vimme Math in grades K-5. Vimme Math is a web-based curriculum that provides additional computer based activities in the areas of Math for students in grades 1-5. Also, students in grades K-2nd will continue to be provided with an eText Leveled Reader Ipad Application to supplement each classroom's balanced literacy reading groups.

ASSESSMENTS:

Selma Elementary School uses a variety of assessment tools to gather data on our students. Students in grades three through five will participate in ILEARN testing. Third grade students will take the IREAD3 test. Other assessment tools available include Accelerated Reading, SRI Lexile and NWEA Assessments. All teachers use informal assessments in their classrooms on a daily basis using a variety of methods (observation, textbook-generated tests, teacher-generated tests, anecdotal notes, etc.).

ATTENDANCE OBJECTIVES:

The attendance goal each year for Selma Elementary is to be at or above the state average, plus showing improvement over the previous year. Attendance concerns are addressed with parents through communication such as phone calls, meetings, correspondence in the form of letters, and if necessary, a referral to the Department of Children Services. Home visits may be conducted by the principal, assistant principal, SRO and guidance counselor, to investigate compulsory education violations. Perfect attendance and excellent attendance awards are given to students who qualify during the honor programs held each year. Students with perfect attendance are also recognized on morning announcements at the end of each grading period. We had 154 students who were chronically absent during the 2021-2022 school year and we are looking to drastically improve that.

EXCEPTIONAL LEARNERS

Selma Elementary serves students at all levels. We have expanded our Reading Remediation program this school year. Two teachers and two aides work with students through the RTI program. They provide targeted instruction, monitor student progress and analyze data along with classroom teachers to determine which students need assistance. Data that are specifically used include NWEA, SRI and ILEARN/IREAD3 results. Students who need additional support that do not qualify for RTI services are assisted by classroom aides and classroom teachers. Small group and individual instruction takes place on a daily basis for these students.

High Ability students are served within the classroom. Identified students are clustered to ensure that their needs are met. Teachers also plan activities such as Book Clubs, small group reading lessons and small group Math lessons to meet the needs of these learners. A High Ability team was created for the 2018-19 school year to evaluate our current identification process and ensure that High Ability learners are identified. Students were identified and clustered to meet their learning needs.

TECHNOLOGY AS A LEARNING TOOL:

Selma Elementary added 1-to-1 implementation for Kindergarten during the 2019-20 school year. Students in grades one to five utilize the instructional resources provided through a web-based program known as Study Island. Students have access to numerous software materials as well as Accelerated Reading. A corporation technology integration specialist (TIS) is available and on-call to provide technical assistance and professional development to teachers and staff. There is also a technology support staff member at Selma Elementary for part or all

of every school day. Teachers are utilizing Canvas as the student LMS and putting assignments in that program for students to access.

Technology Mission Statement

The mission of Liberty-Perry School Corporation is to promote an environment that provides lifelong educational opportunities for the entire learning community. All students have the opportunity to acquire skills necessary for a contemporary society with assistance from instructional leaders who remain progressive in techniques and open to change. Curriculum infused with technology serves educational, emotional, social, and physical needs so that each child becomes a productive member of society. The Liberty-Perry Community School Corporation is committed to "building successful tomorrows today".

Goals

It is our objective to **integrate technology into the classroom** in order to motivate and encourage our students to become skillful problem solvers and strong intellectual thinkers. The curriculum will be structured around Indiana's Academic Standards. The corporation libraries will have updated computers to allow streaming video to be used along with Follett library software installed. Internet connection will be used to allow students to access internet resources for internet research.

Technology support Teaching and Learning

Teacher presentations will be delivered via multimedia to tap into the various learning modes of students. Students will use technology as a means to develop and deliver products and presentations for authentic purposes. Technology will also provide for individualized instruction to meet the remediation and enrichment needs of our students, provide guided practice in research, and Internet research access to obtain the information necessary for success. Student learning experience will be maximized in the classroom by providing differentiated learning experiences through the use of technology.

Selma Elementary School Grades K-5

Selma Elementary School Current Technology

1-to-1 iPads for all students in grades K-5 - all student iPads are new for the 2022-23 year
Every teacher has a new MacBook and iPad

Integration of Technology into the Curriculum

Selma Elementary administration and teaching staff have made a strong commitment to integrate technology into the curriculum as outlined in the PL 221 Plan and the original Technology Plan of the Liberty-Perry Community School Corporation. Technology at Selma Elementary currently addresses the administrative needs of staff and the learning processes of students.

Specifically, all teachers at all grade levels are utilizing or expanding their use of technology programs to enhance student learning. Students in grades K-5 have

iPads that they take home on a nightly basis. All students have a weekly Technology class as part of their rotation classes. We are continuing to integrate modules from PLTW (Project Lead the Way) into Technology rotations this year for each grade level.

Selma Elementary students will use the internet to research various topics in all grades. They will use this research to develop a deeper understanding of their topic of interest. They will use online programs to learn to write short stories and papers from the research they have done.

Liberty Perry Schools will continue to use eLearning Days as needed this year. Teachers continue to utilize Canvas and we are continuing to implement eLearning as needed for the 2022-2023 school year. Teachers are also posting work to Canvas each day for students who are absent. They utilize Canvas Conferences to connect with students who have extended absences.

Professional Development

The Liberty-Perry Community School Corporation will support the continued professional development of all staff by providing them with the resources they need to stay current in their field and implement best practices in teaching and learning. Monthly Blended Learning meetings will continue to be held with elementary teachers, the Technology Integration Specialist, and administrators. The purpose of these meetings is to ensure that teachers have access to basic information as well as specific support that they need. Modules have been set up in Canvas to provide training for staff in the use of Canvas as the LMS. Technology training is also offered in the summer for new and returning teachers. Blended Learning meetings will also be used to disseminate information about eLearning days. Teachers may schedule the TIS for individual or group training as needed.

SAFE & DISCIPLINED LEARNING ENVIRONMENT:

Selma Elementary School has an Emergency Preparedness Plan, which is reviewed annually and kept inside each classroom, along with emergency supplies. Evacuation and drill routes/maps/plans are located near each exit in all building rooms. Plans are prepared by the School Safety Specialist based on input from local community fire, police, and emergency management departments.

Fire drills are held each month, while tornado and lockdown drills are held regularly as well. Evacuation and emergency drills and routes are posted in each classroom and all common areas such as the gym and Cafetorium.

School-wide student expectations are stated in our student/parent handbooks, and include guidelines and expectations for hallway, restroom, cafeteria, and convocation

behaviors. Classroom expectations are developed by the classroom teachers on an individual basis and are on file in the assistant principal or principal's office.

CULTURAL COMPETENCY

Selma Elementary has changed in the past 10 years as the percentage of students living in poverty has increased. Teachers are encouraged to read articles and/or books on culturally diverse students and families. Teachers will develop a better understanding of meeting the needs of a diverse population. Teachers will continue to utilize best practices and instructional strategies from sources like Robert Marzano and others that address the needs of different sub groups and cultures. The school improvement plan includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards are emphasized.

Comprehensive Needs Assessment **SWP Component #1:**

An updated comprehensive needs assessment of all students was used to create the school wide comprehensive plan to improve teaching and learning. The needs assessment includes data collection and analysis including instructional recommendations. Selma Elementary staff and parents participated in creating the plan through the school wide planning process and school improvement planning process. The plan is evaluated annually to determine whether the key strategies of the school wide program have increased the achievement of students, especially those below grade level benchmarks. Evaluation and assessment data are used to revise the plan. The School Improvement Team used this analysis to further determine goals, objectives, and strategies for the 2021-2023 school years.

Selma Elementary School																
Math ISTEP+/ILEARN Data Table																
	06-07	07-08	Fall 2008	Spring 2009	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	ILEARN 18-19	ILEARN 20-21	ILEARN 22-23
3rd Grade	74.1% (73.3%)	74.3% (71.1%)	74.2% (71.1%)	71.9% (73.0%)	77.4% (77.0%)	76.3% (79.4%)	55.1% (73.6%)	53.7% (80.1%)	84.6% (31%)	60.3% (73.2%)	65% (57.7%)	78% (57.7%)	55% (56.7%)	73.9 (56.7%)	75.3% (43.7%)	76.9% (51.3%)
4th Grade	75.8% (78%)	72.1% (78.1%)	80% (74%)	77.2% (71.8%)	74.5% (77.2%)	86.1% (79.3%)	72.7% (79.1%)	78.4% (83.6%)	87.3% (81%)	38.2% (88.2%)	67% (70.4%)	64% (62%)	67% (60.4%)	88.1% (64.0%)	85.7% (43.7%)	85.5% (47.8%)
5th Grade	75% (77.4%)	73.6% (77.8%)	81% (77.8%)	88.8% (78.1%)	80% (82.7%)	84.3% (86.6%)	53.6% (81.2%)	80% (87%)	98.5% (89%)	46.4% (63.4%)	62% (65.2%)	67% (66.8%)	46.7% (64.1%)	32.8% (47.8%)	59% (39.8%)	66.9% (40.8%)
Language Arts ISTEP+/ILEARN Data Table																
	06-07	07-08	Fall 2008	Spring 2009	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	ILEARN 18-19	ILEARN 20-21	ILEARN 22-23
3rd Grade	79.2% (76.4)	76.5% (76.8%)	71.4% (76%)	73.0% (75.8%)	78.6% (81.7%)	85.8% (84.2%)	83.8% (86.2%)	93.1% (88.2%)	99.4% (84%)	65.5% (73.2%)	67% (69%)	74% (69.4%)	86% (65.3%)	45.7% (46.3%)	39.2% (38.7%)	41.9% (40.7%)
4th Grade	73.6% (78.4%)	82.2% (76.3%)	73.3% (74.8%)	78.7% (75.2%)	79.6% (80.1%)	81.5% (82.7%)	72.9% (82.4%)	85.7% (84.4%)	91.8% (87%)	58.2% (70.4%)	76% (68.2%)	67% (65.8%)	65% (61.8%)	46.1% (46.8%)	62.7% (39.6%)	56.8% (41.1%)
5th Grade	76% (76.3%)	80.7% (76.3%)	86.8% (76%)	86.4% (72.9%)	77.5% (80.1%)	81.1% (76.3%)	71.8% (78.4%)	90% (79.3%)	96.8% (82%)	42.3% (65.2%)	78% (65.2%)	59% (62.4%)	88% (58.8%)	55.8% (45.5%)	59% (39.8%)	64.4% (41.0%)

Selma Elementary School - Winter 2021 & Spring 2022 NWEA Results

Average Above Mean

Average Below Mean

Grade & Subject	Winter Norm Mean RIT	Winter SES Norm RIT	# at or above grade level RIT / Total # students (% of students)	Spring 2022 SES / Norm # at or above grade level RIT/Total # students (%)
K Rdg	146.3	144.7	31/85 (36.5)	154.2/153.1 43/82 (52.4%)
K Math	150.1	150.0	35/84 (41.7%)	161.8/157.1 53/82 (25.6%)
1st Rdg	165.8	165.1	44/86 (51.2%)	172.1/171.4 49/92 (53.3%)
1st Math	170.2	169.8	46/85 (54.1%)	178.4/176.4 56/92 (60.9%)
2nd Rdg	181.2	180.2	49/101 (48.5%)	187.7/185.6 61/101 (60.4%)
2nd Math	184.1	184.7	54/101 (53.5%)	193.3/189.4 71/101 (70.3%)
3rd Rdg	193.9	193.9	46/90 (51.1%)	n/a
3rd Math	196.2	201.3	68/90 (75.6%)	n/a
4th Rdg	202.5	207.7	67/93 (72%)	n/a
4th Math	206.1	210.4	66/93 (71%)	n/a
5th Rdg	209.1	213.4	61/87 (70.1%)	n/a
5th Math	214.7	218.6	64/87 (73.6%)	n/a

**Students Participating/Qualifying for Free and/or Reduced Lunch
(Corporation Wide %s)**

School Year	% Free/Reduced	Change from Previous
2010-2011	45%	+2%
2011-2012	48%	+3%
2012-2013	51%	+3%
2013-2014	52%	+1%
2014-2015	52%	No Change
2015-2016	52%	No Change
2016-2017	50%	-2%
2017-2018	55%	+7%
2018-2019	51% Corporation 59% Selma Elementary	-4%
2019-2020	50% Corporation 56% Selma Elementary	-3%
2020-2021	47% Corporation 57% Selma Elementary	+1%
2021-2022	50% Corporation 55% Selma Elementary	+3%

Student Enrollment Data

*2010 Kindergarten and First Grades added to SES

Year	Total Enrollment
2009-2010	341
2010-2011	476
2011-2012	475
2012-2013	467
2013-2014	480
2014-2015	520
2015-2016	523
2016-2017	519
2017-2018	569
2018-2019	554
2019-2020	574
2020-2021	573
2021-2022	550
2022-2023	544

SWP Component #1

Summary of Needs Assessment:

Based on the analysis of data included in this report and the instructional implications, the School Improvement/P.L. 221 Teams determined goals, benchmarks, and strategies for implementation during the 2022-2024 school years.

- Primary Reading -
- Increase student understanding of Greek and Latin root words to enhance their vocabulary.
- Increase Math Fact fluency among students
- Continue to place emphasis on character development using the CLASS approach and focusing on Lifelines for students to use. Recognize students who demonstrate the monthly Lifeline focus.
- Decrease the number of chronically absent students when compared to data from the 2021-2022 school year.

SWP Reform Strategies

SWP Component #2:

GOAL #1

During the 2022-2023 school year, students at Selma Elementary will improve their reading comprehension, reading fluency, and writing process skills as measured by as indicated by the percentage of students scoring in the At or Above Proficiency on the ILEARN English/Language Arts assessment. For Grades K-2, this will be indicated by the NWEA Spring 2023 MAP Growth Assessment.

Benchmarks/Goals:

2022-2023 – At a minimum, 75% of Selma Elementary students in grades 3-5 will be At or Above Proficiency on the ELA portion of ILEARN. 65% of Selma Elementary students in grades K-2 will be At or Above Average on the NWEA Spring 2023 MAP Growth Assessment.

GOAL #2

During the 2022-2023 school year, students at Selma Elementary will improve their basic understanding in all subgroups as indicated by the percentage of students scoring in the At or Above Proficiency on the ILEARN Mathematics assessment. For Grades K-2, this will be indicated by the NWEA Spring 2023 MAP Growth Assessment.

Benchmarks/Goals:

2022-2023 – At a minimum, 75% of Selma Elementary students in grades 3-5 will be At or Above Proficiency on the Math portion of ILEARN. 65% of Selma Elementary students in grades K-2 will be At or Above Average on the NWEA Spring 2023 MAP Growth Assessment.

GOAL #3

Decrease chronic absenteeism: In the 2021-2022 school year, there were 154 students that missed 10% or more of the school days due to absences. We will decrease this number to 100 or less for the 2022-2023 school year.

Benchmarks/Goals:

2022-2023 - School administration will communicate with parents about their students' attendance. 100 or fewer students will be chronically absent this school year.

TO-DO LIST
Reading Strategy Team

Activity Title	To-Do List	Personnel Responsible	Date	Recurrence
Professional Development	Book Study - <u>Shifting the Balance</u> - Teachers of students in grades K-2 will participate in a book study to focus on the Science of Reading and components that will improve our primary students' reading proficiency. As a result of the book study, the K-2 team will determine a minimum of one component that we target to strengthen for this school year.	Principal K-2 Teachers and RTI Team	March 1, 2023	Yearly
Emphasis on	Teachers will	Teachers	Ongoing	Ongoing

Typing	continue to implement opportunities for students to type assignments. This could include Spelling lists/words/sentences, and having students type stories instead of handwriting them at times.			
Orton-Gillingham	K-1 teachers and all RTI staff will be trained in Orton-Gillingham strategies to use with struggling readers.	K-1 teachers and Principal	Nov. 15, 2022	Ms. Stanley and Ms. Teague were trained in June 2022 as new K-1 and RTI teachers. Mrs. Wilson (K) and Mrs. Moulton will be trained during the 22-23 school year.
Vocabulary Instruction	Every grade level will have a weekly focus on Greek and Latin root words.	K-5 teachers Administration	Ongoing	Ongoing
Schoolwide Literacy Activities	We will plan a schoolwide literacy event during the school day each semester.	K-5 teachers Administration RTI Team	Ongoing	Once/semester
Family Involvement	We will plan a Family Night to bring families into the school and promote literacy and other curricular areas.	RTI Team, TIS, K-5 teachers, Administrators	March 2023	Once/year
Running Record Professional Development	All K-2 teachers and aides will be trained in giving running records so that we ensure consistency in the school.	Jennifer Sites & RTI Team, K-2 teachers, K-2 aides, Administrators	January 2023	Once/year
Grade 3 Writing	Third grade	3rd grade	May 2023	Ongoing

Focus	teachers will work with Mrs. Fisher (4th grade) to implement Smekens strategies for writing.	teachers Mrs. Fisher		
Cross-Grade Level Collaboration	Teachers in Grades K-3 will be given the opportunity to collaborate to discuss overall reading standards, but specifically writing expectations.	Principal Assistant Principal K-3 teachers	Prior to April 2023	Once/year

TO-DO-LIST
Math Strategy Team

Activity Title	To-Do List	Personnel Responsible	Date	Recurrence
Fact Fluency	Teachers will have students spend a minimum of 5 minutes per day working on Math fact fluency.	Classroom teachers, grades K-5	Implementation started by November 1, 2018 and continuing during the 2022-2025 school years.	Daily
Recognition for Fact Fluency	Each grade level will have semester benchmarks for Math Facts. Students who reach these will be invited to a special reward.	Math Team Principals	December 2022 and May 2023	Once each semester
Data Review	Grade level teams will look at the ILEARN Standards Report to determine if particular standards should have increased emphasis. We will look at that report as well as the Vimme pacing guide and the ILEARN Blueprints.	K-5 teachers Principal	December 2022	Yearly

TO-DO LIST
CLASS Team

Activity Title	To-Do List	Personnel Responsible	Date	Recurrence
Decrease Chronic Absences	Student attendance will	Principals and Secretary	Each midterm and Quarter	Ongoing

through Parent Communication	be monitored at each midterm and quarterly. Letters will be sent home.			
Train New Teachers	New teachers will receive training in CLASS.	Principal	Fall 2022	Dates will be set for Fall 2022
Investigate CLASS Ambassador program	We will investigate the CLASS Ambassador program and determine if it's right for our school or not.	Teachers and Administrators Counselor	May 2023	One-time
Lifeline Focus	Each lifeline will have a month-long focus. Monthly, teachers will recognize a student from each class who exhibits this lifeline. Students will be recognized.	Principal, Assistant Principal, Counselor Teachers	October 2022	October 2022 and Ongoing
Character Education for Students	Teachers will spend time every week to focus on Lifelines in their classroom. Character Education instruction will also be provided weekly as part of our special rotation during Library class.	School Counselor, Library Aide, Classroom teachers	We began this initiative in September 2021 and our counselor is still adding to the lesson bank this school year.	Daily and Weekly
Parent Engagement	To increase parental engagement, we will plan a Family Night for Winter/Spring 2022.	Teachers, Assistant Principal	Winter/Spring 2022	One-time event

Service Projects	SES students will engage in service projects. Each grade level will pick a specific one for each semester. We will also have schoolwide projects each semester.	All staff	2022-23 year	Once/semester
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Highly Qualified Teachers for School Year 2022-2023

SWP Component 3

Staff Name	Licensure/Certification	Assigned Class/Subject
Erin Wilson	Bachelor's Degree Elementary, Intermediate, Primary Generalist	Kindergarten
Kalie Garrett	Bachelor's Degree Elementary, Intermediate, Primary Generalist	Kindergarten
Nancy Shreve	Bachelor's Degree General Elementary / Kdgn.	Kindergarten
Karissa Mullett	Master's Degree General Elementary / Kdgn.	Kindergarten
Jennifer Wallen	Bachelor's Degree General Elementary/Temporary License, Special education	Special Education
Kristina Grove	Bachelor's Degree General Elementary / Special Education and Master's Degree Educational Administration	1st Grade
Bailey Teague	Bachelor's Degree Elementary Generalist	1st Grade
Bryttani Mills	Bachelor's Degree Elementary Generalist and Mild Intervention	1st Grade
Kendal Wright	Elementary Generalist and Teacher of English Learners	1st Grade
Katie Bousman	Bachelor's Degree Elementary, Intermediate, Primary Generalist	2nd Grade
Katie Driver	Transition to Teaching Program	2nd Grade
Samantha King	Bachelor's Degree Elementary Generalist	2nd Grade
Lynn Swallow	Master's Degree General Elementary	2nd Grade
Ashleigh Comer	Bachelor's Degree, Elementary Generalist	3rd Grade

Lindsey Garcia	Bachelor's Degree Elementary Generalist	3rd Grade
Tracey Montgomery	Bachelor's Degree Elementary, Intermediate, Primary Generalist	3rd Grade
Amanda Thrasher	Master's Degree General Elementary	3rd Grade
Hannah Kauffman	Bachelor's Degree Elementary Generalist	3rd Grade
Kasey Fisher	Master's Degree Administration / Bachelor's Degree Elementary Generalist	4th Grade
MacKenzie Kerr	Bachelor's Degree Elementary, Intermediate, Primary Generalist	4th Grade
Becky Reece	Master's Degree General Elementary	4th Grade
Ashley Werling	Bachelor's Degree Elementary, Intermediate, Primary Generalist	4th Grade
Kristi Bowen	Master's Degree General Elementary / Kindergarten / Computer	5th Grade
Meg Bundy	Bachelor's Degree Elementary, Intermediate, Primary Generalist	5th Grade
Allison Case	Bachelor's Degree Elementary, Intermediate, Primary Generalist	5th Grade
Chris Holdren	Master's Degree General Elementary	5th Grade
Jeff Cole	Bachelor's Degree Elementary, Intermediate, Primary Generalist and Mild Intervention	Special Education
Matt Craycraft	Bachelor's Degree Elementary, Intermediate, Primary Generalist and Mild Intervention	Special Education
Lori Mikel	Bachelor's Degree General Elementary, Kindergarten, Mild Intervention, Mild Mentally Handicapped	Special Education
Lauren Norton	Master's Degree Speech, Language and Hearing Clinician	Speech and Hearing
Jennifer Sites	Master's Degree Special Education and Bachelor's Degree Elementary, Intermediate, Primary Generalist	Reading Intervention
Lexi Stanley	Bachelor's Degree Elementary Generalist	Reading Intervention
Caleb Henderson	Bachelor's Degree Physical Education	Physical Education
Elizabeth Parks	Master's Degree in School Counseling	School Counselor
Chandler Cross	Master's Degree in Educational Administration	Assistant Principal
Lesley Moulton	Master's Degree, Elementary Teaching License, Administration Elementary and Secondary	Principal

**High Quality and ongoing Professional Development for
Teachers, Principals, and Paraprofessionals
SWP Component #4:**

Selma Elementary utilizes many forms of professional development. Teachers and staff have opportunities to attend professional development sessions offered by the corporation, elementary leadership committee, and by attending off-site workshops and conferences. Some elementary professional development activities are based on the current C.L.A.S.S.works initiative. The overall betterment of Language Arts/English and Mathematics instructional delivery is the primary focus in regards to improving best teaching practices.

Selma Elementary School will continue to closely research and identify professional development opportunities for the following initiatives:

- 1) C.L.A.S.S.works
- 2) Elementary Classroom Reading Inventories
- 3) Curriculum Based Assessment
- 4) NWEA and SRI

Throughout the 2021-2023 school years, teachers will collaborate with each other to design lesson plans based on the "Reader's Workshop" and "IWP" strategies. Teachers will receive professional development through Smekens Education in the area of Reading and Vocabulary instruction.

Peer training is an ongoing professional development support offered to all teachers and staff. Specific focuses are developing and supporting classroom climate, curriculum, community, and brain-based instruction. A common collaboration time has been established to promote and support professional development opportunities throughout the school day.

The evaluation of teacher professional development includes informal observations, teacher lesson plans, staff assessment/evaluation forms, and actual teacher application of knowledge in the classroom. Application of knowledge will be based on performance assessments created by each grade level team.

Strategies to attract high-quality, highly qualified teachers to Selma Elementary School

SWP Component #5:

Selma Elementary School, in conjunction with the Liberty-Perry Community School Corporation, will recruit high quality staff through electronic postings on the DOE website, local Liberty-Perry Community School Corporation website, as well as physical posting at central office and throughout all district schools. The Liberty-Perry Community School Corporation offers competitive teacher salaries and benefits. New teachers are provided with a comprehensive district and school

first year teacher orientation process, as well as an ongoing induction support process throughout the school year, with on-going professional development. Teachers in grade level teams collaborate weekly through PLC meetings, where they analyze data and discuss strategies to increase student achievement.

Strategies to Increase Parent Engagement

SWP Component #6:

During the Fall 2009 Semester, Selma Elementary School established a C.L.A.S.S. Leadership Committee designed to address all components of school improvement. Among these components, exist information regarding parent involvement, and the need to increase parental involvement at Selma Elementary School. Below, you will find descriptions and strategies that meet the requirements of SWP components #6, #6A, and #6B.

#6 Strategies to Increase Parental Involvement

- ~ The Elementary Leadership committee will meet on a regular basis throughout the year to evaluate the effectiveness of all parent involvement strategies.
- ~ The Liberty-Perry Community School Corporation Parent Involvement Policy is distributed during the time of fall registration/orientation to all parents.
- ~ Selma Elementary will continue to host an effective "Literacy Night" meeting each year to provide programming and school information, as well as parent literacy resources to improve the home/school relationship.
- ~ The Parents' Right to Know Letter and Home School Compact are included in the official elementary student handbook. Parents are required to sign off to acknowledge they have received this information.
- ~ Monthly PTO meetings will take place to provide school information to interested individuals. Parents are also encouraged to participate in the elementary PTO.
- ~ The principal will send monthly newsletters with information for parents to keep them informed of things that are taking place at school.
- ~ The principal and teachers will utilize Twitter to showcase school events. The principal will also utilize the Selma Elementary Facebook page for the same purpose.

#6A Describe how the school will provide individual academic assessment results to parents

- ~ Teachers of grades K-2 employed at Selma Elementary will conduct no less than two parent teacher conferences each school year to review individual student

achievements and assessments. Teachers of grades 3-5 will conduct no less than one parent teacher conference.

~ All parents in grades 1-5 have access to the online student data system known as "Power School" to review individual academic assessment. Parent Access information is sent home in August and available upon request during the school year.

~ All school and classroom assessment results will be shared by the classroom teacher at the time of the established parent/teacher meetings.

~ ILEARN information is provided to parents by the distribution of individual student report sheets (when available).

~ Through the RTI Tier process, teachers will notify parents through frequent communication regarding individual progress monitoring and tier movements at the time of data meetings.

#6B Strategies to involve parents in the planning, review, and improvement of the schoolwide plan

~ Two parent representatives will be assigned to the Elementary Leadership Committee each year.

~ The Elementary Leadership committee will meet on a regular basis throughout the year to evaluate the effectiveness of all parent involvement strategies.

* The teacher leadership committee is responsible for the planning, reviewing, and improvement of the elementary schoolwide plan, Textbook Adoption, Student Handbook, and school P.L.221 plans.

Plans for Assisting Pre-School Children in Transition from Early Childhood Programs SWP Component #7:

Due the decision to close Perry Elementary at the conclusion of the 2009-2010 school year, the Liberty-Perry/Monroe Central preschool program will move to the Monroe Central School Corporation beginning with the 2010 school year. The movement and transition of this program will be at the direction and discretion of G.R.I.C. and the Monroe Central School Corporation.

Below, the transition plan from Early Childhood Programs to Pre-School is outlined:

~ Early Childhood (First Steps) Agencies notify the G.R.I.C. preschool coordinator when a child is eligible to enroll.

- ~ A transition meeting is held with the coordinator and family.
- ~ A determination for placement and/or additional testing is made by the conference committee.
- ~ If placed, additional testing is administered for updated information.
- ~ If placed, the child is placed in the preschool program (prior to year of admission) to evaluate and observe behavior and performance.
- ~ There will be a partnership with the local Head Start and students and parents will come to Selma Elementary in the spring for a transition visit. (This has been on hold since COVID but we are hoping it can be reestablished for the 2022-23 school year.)

Additional Information

At this time, students enrolled in kindergarten benefit from a full day program. Selma Elementary has discussed the potential of housing a preschool program, but due to limited space, is not able to at this time. However, we are investigating the potential for adding space so we can house two preschool classes in our building. Preschool students will now transition directly into Selma Elementary for grades K-5.

Preschool Transition to Kindergarten Process

Talk with parents about transition at the case conference prior to the kindergarten transition case conference.

2. Discuss child's needs with preschool staff in December/January to determine if any testing/reevaluation data is needed.
3. Inform parents of any testing/reevaluation data necessary to determine services for Kindergarten.
4. Obtain signed permission to test for necessary testing.
5. Arrange a case conference with receiving school personnel.
6. Inform parents of kindergarten registration at appropriate school of legal settlement.
7. Hold a case conference with parents, receiving school personnel and preschool staff involved with students.
8. Send student folders to the receiving school.

**Opportunities and Expectations for teachers to be
included in the decision-making related to the use of
academic assessment results leading to the improvement
of student achievement
SWP Component #8:**

All teachers and instructional staff at Selma Elementary School participate in analyzing student achievement data to improve the effectiveness of classroom instruction. Data is reviewed during a daily, common, collaboration time on a regular basis. A plan for remediation is developed by each grade-level RtI team. Each team consists of teachers, Title I staff, building Principal, special education staff, and guidance counselor.

The forms of assessment used in identifying the appropriate level of tier or instructional support are as follows:

- 1) ILEARN (3-5)
- 2) SRI Lexile (2-5)
- 3) Classroom Performance
- 4) NWEA MAP Growth, Skills Checklists, and Dyslexia Screeners
- 5) Study Island (23-5)
- 6) Vimme Math

Each grade level RTI team will work together to review grade-wide benchmark and individual student progress monitoring data to determine appropriate levels of instruction for each group/individual student. At-risk students are referred to either small group classroom support and/or a daily, intensive curriculum intervention.

Students who are identified for small group and/or daily intervention support will be progress monitored throughout each month of school. Data meetings will take place to evaluate classroom instruction and intervention support. Possible data meeting outcomes are as follows:

- A student may be referred to additional testing if the data collected supports the need for more information.
- The tier level of support may be adjusted according to the level of improvement made or lack thereof.
- Additional classroom assessments are required before additional recommendations are made.
 - Running records, subject area assessments, informal teacher made assessments, etc..

The Selma Elementary Leadership Committee recognizes the importance of empowering all stakeholders with the ability to make decisions based on data and "what's best for kids!" By providing the appropriate assessments and supports needed, teachers will continue to play a vital role in making decisions regarding the effectiveness of academic assessments leading to the improvement of students achievement for each grade level designed to support all groups of students.

**Activities and programs at the school level to ensure
that students having difficulty mastering proficient
and advanced levels of academic achievement are
provided with effective, timely additional assistance**
SWP Component #9:

Selma Elementary School strives to meet the needs of all students, regardless of need. At this time, students having difficulty mastering proficient levels of academic achievement in grades k-5 are provided with weekly remediation/intervention in the areas of reading and mathematics.

See the below table to specific remediation/interventions for each grade level designed to support all groups of students.

Grade Level	Student Group	Type of Support	Type of Intervention	Frequency	Subject(s)
Kindergarten	Benchmark	Gen. Education curriculum	Classroom Instruction	Daily	All
Kindergarten	Some Risk	Small Group	Differentiated Instruction	Daily Twice/Weekly	Reading Language Arts
Kindergarten	At-Risk	Small Group Reading Intervention (RTI)	Differentiated Instruction	Daily	Reading Language Arts
Kindergarten	Special Ed.	IEP	IEP	IEP	IEP
Kindergarten	High Ability	Small Group	Enrichment Acceleration by Classroom Teachers	Daily	Reading Language Arts
First Grade	Benchmark	Gen. Education Curriculum	Classroom Instruction	Daily	All
First Grade	Some Risk	Small Group	Differentiated Instruction	Daily Twice/Weekly	Reading Language Arts
First Grade	At-Risk	Small Group Reading Intervention (RTI)	Differentiated instruction	Daily	Reading Language Arts

First Grade	Special Ed.	IEP	IEP	IEP	IEP
First Grade	High Ability	Small Group and Cluster	Enrichment Acceleration	Daily	Reading Language Arts
Second Grade	Benchmark	Gen. Education Curriculum	Classroom Instruction	Daily	All
Second Grade	Some-Risk	Small Group	Differentiated Instruction	Daily Once/Weekly	Reading Language Arts
Second Grade	At-Risk	Small Group Reading Intervention (RTI)	Differentiated Instruction SRA Reading Mastery	Daily Daily	Reading Language Arts
Second Grade	Special Ed.	IEP	IEP	IEP	IEP
Second Grade	High Ability	Small Group and Cluster	Enrichment Acceleration	Twice/Weekly	Multi
Third Grade	Benchmark	Gen. Education Curriculum	Classroom Instruction	Daily	All
Third Grade	Some-Risk	Small Group	Differentiated Instruction	Daily Once/Weekly	Reading Language Arts
Third Grade	At-Risk	Small Group Reading Intervention (RTI)	Differentiated Instruction	Daily	Reading Language Arts
Third Grade	Special Ed.	IEP	IEP	IEP	IEP
Third Grade	High Ability	Small Group and Cluster	Enrichment Acceleration	Twice/Weekly	Multi
Fourth Grade	Benchmark	Gen. Education Curriculum	Classroom Instruction	Daily	All
Fourth Grade	Some-Risk	Small Group	Differentiated instruction	Daily Once/Weekly	Reading Language Arts
Fourth Grade	At-Risk	Small Group Reading Intervention (RTI)	Differentiated Instruction	Daily Once/Weekly	Reading Language Arts

Fourth Grade	Special Ed.	IEP	IEP	IEP	IEP
Fourth Grade	High Ability	Small Group and Cluster	Enrichment Acceleration	Three/Weekly	Multi
Fifth Grade	Benchmark	Gen. Education Curriculum	Classroom Instruction	Daily	All
Fifth Grade	Some-Risk	Small Group	Differentiated Instruction	Daily Once/Weekly	Reading Language Arts
Fifth Grade	At-Risk	Small Group or Individual assistance Reading Intervention (RTI)	Differentiated Instruction	Daily Once/Weekly	Math Reading Language Arts
Fifth Grade	Special Ed.	IEP	IEP	IEP	IEP
Fifth Grade	High Ability	Small Group and Cluster	Enrichment Acceleration	Three/Weekly	Multi

Description of activities and programs:

This curriculum varies at each grade level as a result of individual grade level State standards.

Students who qualify for the high ability program will work with specialized teachers in the area of high ability, and are provided with opportunities to excel in areas of interests, content, and product. High ability teachers focus their instruction on individual desires of gifted students and differentiate their instruction accordingly.

Students who are identified to receive Special Education services will be supported by an individual education plan (IEP) that will outline a specific course of support to meet specific goals (as established in the IEP).

Students having difficulty mastering proficient levels of academic achievement in grades K-5 are provided with remediation/intervention in the areas of reading and language arts. These students will be provided with a daily, small group reading support (Daily 5 and Fountas & Pinnell Guided Reading) and/or a combination of small group reading support and an intensive reading support program (Orton-Gillingham)

Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components

SWP Component #10:

The Liberty-Perry Community School Corporation is aware that we have the option to consolidate grant funding such as High Ability, Title I, Title II, Title IV and ESSER. While the school has chosen to coordinate the program efforts, Liberty-Perry Community School Corporation does not consolidate grant funding.

A list of programs that will be consolidated under the schoolwide plan (if applicable)

SWP Component #10A:

Title I funding is used to supplement other programs within the school. Other federal, state and local funding is coordinated and integrated by The Liberty-Perry School Corporation and building level administration. The General Fund provides assistance for teacher salaries, as well as instructional assistants in all schools and for school level materials needed to enhance instruction. Title II – Part A Funds are used for class size reduction and professional development. IDEA funds are used to provide educational opportunities for our special education population.

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TIMELINE

This document establishes a framework for continuous school improvement. It represents a single, comprehensive plan to fulfill the requirements of Public Law 221, and the requirements of a School-wide program under Title I, part A. While it provides us focus for the next three years (fall 2018-spring 2021) it also will continue to be an evolving, changing document.

The student achievement goals identified in this document will remain in place for a three-year period. Strategies and interventions identified in this plan will be implemented beginning the 2022-2025 school years. The strategies, activities and interventions will be reviewed on a regular basis by the school leadership/improvement team to determine whether they are (1) being fully and appropriately implemented by the staff and (2) are having the intended impact on student achievement.

Adjustments will be made in professional development efforts, assessment areas and measures, strategies, activities, and interventions as deemed by the school leadership/improvement team.

COMMITTEE SIGN-OFF FORM

Committee: 2022-2023 Leadership Team
 Document: 2022-2024 Selma Elementary School-wide Plan

Name/Date	Position	Site
Lesley Moulton <i>Lesley Moulton</i>	Elementary Principal	Selma Elementary School
Chandler Cross <i>Chandler Cross</i>	Elementary Asst. Principal	Selma Elementary School
Nancy Shreve <i>Nancy Shreve</i>	Kindergarten Teacher	Selma Elementary School
Kristina Grove <i>Kristina Grove</i>	First Grade Teacher	Selma Elementary School
Samantha King <i>Samantha King</i>	Second Grade Teacher	Selma Elementary School
Amanda Thrasher <i>Amanda Thrasher</i>	Third Grade Teacher	Selma Elementary School
Ashley Werling <i>A. Werling</i>	Fourth Grade Teacher	Selma Elementary School
Chris Holdren <i>Chris Holdren</i>	Fifth Grade Teacher	Selma Elementary School
Elizabeth Parks <i>Elizabeth Parks</i>	School Counselor, Parent	Selma Elementary School
Jennifer Sites <i>Jennifer Sites</i>	Special Education Teacher, Parent	Selma Elementary School