

Comprehensive Progress Report

Mission: The mission of J.W. Seabrook Elementary School is to provide a safe, nurturing environment that will help all students to be successful, well-rounded, lifelong learners in a global society.

Vision: The vision of J. W. Seabrook Elementary school is to create students who possess the skills to collaborate, compete and succeed in a globally competitive market.

Goals:

Every student at J. W. Seabrook Elementary School will transition to Middle School with sound, academic grade level readiness in both Reading and Math; and all other skills necessary to further their education and be successful in Middle school.

J. W. Seabrook Elementary School will foster a culture where every Premier Professional, or staff member feels respected and valued; and at least 70% of teachers feel they have an appropriate level of influence on decision making in this school.

At least 40% of students represented in the subgroup Students With Disabilities will be proficient in Math based on EOG performance measures by 2024.

By 2025, J. W. Seabrook will have an overall school achievement proficiency score of of 60%; and have met or exceed overall expected growth.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.04	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.(5113)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently inputting unit Pre, interim, and Post tests for Math in grades K-2, on the county provided spreadsheet. Data from Mastery Connect is being used to create targeted intervention groups.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		When this objective is being fully met, teachers will meet all academic needs in order to show growth in all students. The number of students that are being referred to MTSS will decrease.		Jamie Royster	05/26/2023
Actions			0 of 5 (0%)		
10/25/22		Grade Level Chairs will provide the process manager copies of meeting minutes, to be uploaded as progress notes in Indistar		Grade Level Chairs	05/20/2023
<i>Notes:</i>					
9/27/22		Teachers will analyze data in the grade level PLCs.		Grade Level Teams	05/26/2023
<i>Notes:</i>					
9/27/22		Teachers will utilize county approved resources to create instructional small groups based on pre and interim test data.		Grade Level Teams	05/26/2023
<i>Notes:</i>					
9/27/22		Intervention specialists will collaborate with classroom teachers to help provide data driven intervention for small groups of students.		Intervention Specialists	05/26/2023
<i>Notes:</i>					
9/27/22		Teachers will update data walls and notebooks to ensure student mastery.		Grade Level Teams	05/28/2023
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
A4.02		Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our school has a large number of students with disabilities participating in statewide End of Year and End of Grade assessments. This population has been identified as a subgroup for our school. Based on 2022 EOG subgroup data, 80.57% of third through fifth graders who took the EOG were not proficient. We recognize the need to address closing the achievement gap for this population of students. We also acknowledge that potential proficiency from this subgroup could have a huge impact on our overall school proficiency.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		At least 40% of students with disabilities participating in EOG testing will be proficient overall.		Ashley Rafferty	05/24/2024
Actions			0 of 5 (0%)		
10/8/22	Special Education Teachers will participate in weekly grade level planning / PLC meetings; in order to gain a better understanding of grade level content, instructional strategies and unit pacing.			EC Teachers	05/20/2023
<i>Notes:</i>					
10/8/22	EC teachers will create opportunities to PUSH IN to General Education classrooms and provide additional support for identified EC students; beyond IEP pull out times.			EC Teachers	05/20/2023
<i>Notes:</i>					
10/8/22	The special education department will analyze performance data from Common Tasks and assessments to identify student progress as related to general education standards.			EC Teachers	05/20/2023
<i>Notes:</i>					
10/8/22	Evaluate growth from assessment data based on sub-group performance.			EC Teachers	05/20/2023
<i>Notes:</i>					
10/25/22	The Hoonuit application will be used to identify Students with Disabilities (SWD) who have a predicted target score of being close to proficient.			Antoine McGill	05/20/2023

Notes:

	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:			The school currently uses calm down corners in each classroom. The guidance counselor has a resource class biweekly for all K-3 students that targets specific social skill needs. Guidance pulls specific small groups for 4th and 5th grade students. The second step curriculum is currently being taught to all K-2 students in the school.	Limited Development 09/27/2022		
How it will look when fully met:			When this objective is fully being implemented, the team will be utilizing all of the behavioral re-teaching strategies and resources provided through the ABE program. As a result of direct intervention through small groups, teachers and staff will notice an increased ability in students to self-monitor and calm themselves during heightened emotional states. The team expects to also see a decrease in office referrals through the PowerSchool program/database.		Karen Elliott	05/24/2024
Actions				0 of 3 (0%)		
9/27/22	All staff members will consistently utilize the re-teaching and behavioral supports through the ABE program.		Karen Elliott	05/24/2024	<i>Notes:</i>	
9/27/22	Teachers will use the SEL based lessons through the platforms such as the Wonders curriculum.		Karen Elliott	05/24/2024	<i>Notes:</i>	
9/27/22	Teachers will lead a student check-in as part of the daily school routine.		Karen Elliott	05/24/2024	<i>Notes:</i>	

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school team currently utilizes coherence maps within the county provided materials. Teachers have informal conversations between grade levels, but do not adhere to a specific system to facilitate purposeful conversations.	Limited Development 09/27/2022		
<i>How it will look when fully met:</i>		When this objective is being fully implemented, staff will be having quarterly vertical meetings.		Antoine McGill	05/26/2023
Actions			0 of 3 (0%)		
	9/27/22	Teachers will have quarterly vertical meetings.		Antoine McGill	05/26/2023
		<i>Notes:</i>			
	9/27/22	Teachers will use consistent academic vocabulary from grade-to-grade.		Antoine McGill	05/26/2023
		<i>Notes:</i>			
	9/27/22	Teachers will be given the opportunity to observe the grade levels below and above them to ensure fluid use of academic vocabulary from grade-to-grade.		Antoine McGill	05/26/2023
		<i>Notes:</i>			

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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KEY	C3.01	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(5165)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, there is not a systematic plan for celebrating accomplishments. While accomplishments are recognized, it has become apparent that it is necessary for us to actually have a systematic plan in place.	Limited Development 08/08/2022		
<i>How it will look when fully met:</i>		Recognition of accomplishments will take place consistently among the entire school body. Staff and students will feel valued and supported for their accomplishments throughout the school year. Student learning data will show growth across all grade levels.		Antoine McGill	06/01/2023
Actions			0 of 3 (0%)		
	10/4/22	Teachers and students will complete a "temperature check" in order to track school morale.		Laura Bullard	06/01/2023

<i>Notes:</i>				
10/4/22	Students are recognized over the morning announcements for their academic accomplishments.		Antoine McGill	06/01/2023
<i>Notes:</i>				
10/4/22	Teachers use data walls to highlight and celebrate student growth in academic areas.		Grade Level Teachers	06/01/2023
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community			
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Effective Practice:	Community Engagement			
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E2.02		The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal sends out updates using a weekly phone call to school community. The school utilizes the website, Twitter, and Facebook to provide information to the community.	Limited Development 10/04/2022		
<i>How it will look when fully met:</i>		When fully implemented, we will see an increased involvement by the community in school meetings and events. Donations will increase from community organizations to support our school.		Ashley Rafferty	05/26/2023
Actions			0 of 3 (0%)		
10/4/22	Updates are given to the school community through Class Dojo and social media platforms.			Ashley Rafferty	05/26/2023
<i>Notes:</i> Information will be sent to the social media contacts within the school.					
10/4/22	Opportunities will be given to the community to be involved in school-wide events (ie: curriculum night, school assemblies, celebration of heritage months, etc.).			Mary Carter	05/26/2023
<i>Notes:</i>					
10/4/22	School will post information about school events in the surrounding community.			Regina Smalley	05/26/2023
<i>Notes:</i>					