

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:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The years of teaching experience held by our staff members has steadily declined. Many of our inexperienced teachers seem to struggle with students who exhibit challenging behaviors. It has become evident in many classrooms that classroom management seems to be a key factor with student behavior seen.	Limited Development 07/28/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		An effective classroom management system will be evident in each classroom. Students will understand all classroom rules, expectations and teacher/classroom consequences for behavior. Teachers will consistently communicate with parents regarding student behavior, and maintain a log of their communication.	Objective Met 10/24/23	Brandi Stanley	05/24/2023
Actions					
	10/24/23	All Classrooms will display PBIS Behavior and Consequence Matrix that was created through our PBIS team, and shared during PBIS training with staff.	Complete 10/15/2022	Brandi Stanley	10/15/2022
<i>Notes:</i>					
	10/24/23	PBIS team will consistently monitor schoolwide discipline data provided through ABE and PowerSchool to determine trends during monthly meeting.	Complete 05/19/2023	Brandi Stanley	05/23/2023
<i>Notes:</i>					
Implementation:			10/24/2023		
<i>Evidence</i>		10/24/2023			
<i>Experience</i>		10/24/2023			
<i>Sustainability</i>		10/24/2023			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Grade Levels plan weekly as a team, using Standards to align their instruction. They also meet with the instructional coach on a weekly basis to go over the impact of instruction and discuss ways to better reach students.	Limited Development 10/24/2023		
<i>How it will look when fully met:</i>		When fully implemented, Tier 1 instruction will meet the needs of 70% of students while also meeting district and state standards. Data will show that students are learning and meeting the learning objectives set forth.		Jamie Royster	05/15/2025
Actions			2 of 5 (40%)		
10/24/23	Teachers will make Standards-Aligned Instruction part of their professional development goals enabling students to reach the milestones outlined in the standards.		Complete 09/28/2023	Antoine McGill	09/28/2023
<i>Notes:</i> 9/2/2023: Teachers created their PDPs and one of their goals had to focus on increasing instructional outcomes in either reading or math.					
10/24/23	Teachers will submit weekly lesson plans for administrative team approval.		Complete 09/28/2023	Antoine McGill	09/28/2023
<i>Notes:</i> 9/2023: Grade Levels have created their daily instructional schedule and begun submitting plans weekly. 10/23: Teachers are submitting weekly lesson plans; and it has become a norm.					
10/24/23	Teachers will meet with instructional coach and admin team weekly to discuss instruction, learning outcomes and data from assessments.			Jamie Royster	12/15/2023
<i>Notes:</i> 9/2023: Grade levels have begun to meet on Wednesdays and Fridays. Double resources has been provided to provide teachers with ample time for planning each week. 10/2023: Teachers met with their grade level teachers and coach this weekly this month to discuss standards alignment instruction, data from recent assessments, MTSS/PEPs and upcoming events.					
10/24/23	Teachers will meet weekly with their grade level to plan Standards Aligned Instruction using the NCSCOS Unpacking Document, Unit Guides, and other standards based resources provided by CCS in the K-5 Content Canvas course.			Jamie Royster	12/15/2023

Notes: 9/2023: Grade Levels have been meetings in PLCs to plan for the upcoming week.
10/2023: Donna White provided reading professional development for all teachers after school.

10/24/23 Teachers will follow a Standards-Aligned Instruction Roadmap

Brandi Stanley

05/15/2024

Notes: 9/2023: Teacher lesson plans will reflect following the standards outlined on the roadmap
10/2023: Teachers' lesson plans reflect following the standards outlined on the roadmap.

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

Student support services

KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Our school has a large number of students with disabilities participating in statewide testing. This population of students has been identified as a Subgroup for our school. Based on the 2022 EOG subgroup data, 80.52% of the students in this subgroup were non-proficient.	Limited Development 10/08/2022		
How it will look when fully met:		All students identified at risk will be involved in the school MTSS team process; and tiered interventions will be in place for each student.		Jamie Royster	05/24/2024
Actions			0 of 4 (0%)		
10/24/23	Teachers will provide examples of high quality whole and small group lesson plans			Jamie Royster	01/15/2024
Notes: 9/2023: Instructional coach has provided teachers examples of high quality lesson plans and small group instruction plans.					
10/24/23	Teachers will submit small group plans to ensure differentiated instruction is taking place.			Jamie Royster	01/15/2024
Notes: 9/2023: Teachers are submitting small group plans as part of the lesson plan document weekly.					
10/24/23	The MTSS team will employ a multi-disciplinary approach to addressing student needs, and meet at least monthly.			Jamie Royster	05/24/2024
Notes:					
10/24/23	Teachers will provide evidence of progress monitoring for students receiving tiered interventions at monthly MTSS meetings.			Jamie Royster	05/24/2024
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	05/26/2024
Actions				0 of 3 (0%)		
	9/27/22	Teachers will have quarterly vertical meetings.			Antoine McGill	05/26/2024
<i>Notes:</i>						
	9/27/22	Teachers will use consistent academic vocabulary from grade-to-grade.			Antoine McGill	05/26/2024
<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	05/26/2024
<i>Notes:</i>						

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			SIT Team meets monthly Admin Team meets weekly	Limited Development 10/25/2023		
<i>How it will look when fully met:</i>			When fully met, the leadership team will continue to meet weekly and will continue to improve how meetings are conducted and find the best way to meet the needs of the students and the staff at J. W. Seabrook Elementary.		Antoine McGill	05/20/2025
Actions				0 of 1 (0%)		
	10/25/23	The Leadership Team will meet weekly.			Antoine McGill	12/15/2023

Notes: 9/2023: The Leadership Team will create an agenda that will address attendance data and ways to improve attendance, the MTSS process and Tiered Instruction, student achievement data and PBIS and Social Emotional Goals for students.
 10/2023: The leadership team has been meeting as part of the MTSS/SST process to address at risk students and develop intervention plans.

Core Function: Dimension B - Leadership Capacity

Effective Practice: Distributed leadership and collaboration

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
-----	-------	--	-----------------------	-------------	-------------

<i>Initial Assessment:</i>		Implementation of this goal will begin with the start of the 2022 - 2023 school year. The master schedule has been revamped to allot more time for instructional planning during the school day. Prior to this, teachers struggled with having time during the day for instructional purposes. This was evident through the TWC working conditions results.	Limited Development 08/08/2022		
----------------------------	--	---	-----------------------------------	--	--

<i>How it will look when fully met:</i>		Teachers will effectively utilize the time built into the master schedule for instructional planning. Lessons plans for the next week will be submitted reviewed with feedback provided prior to the end of the current school week. Teacher collaboration during PLCs will center around instructional purposes. Teachers will use student data to assist in designing learning paths for students. CCS resources will also be used during planning.		Antoine McGill	05/15/2024
---	--	---	--	----------------	------------

Actions **0 of 2 (0%)**

10/25/23	Teachers will meet weekly for grade level planning to examine units of study and plan daily differentiated instructions		Jamie Royster	12/15/2023
----------	---	--	---------------	------------

Notes: 9/2023: Teachers have begun meeting weekly for grade level planning and PLCs.
 10/2023: Teachers have met for planning weekly to examine units of study and plan daily differentiated instruction.

10/25/23	Teachers will follow a planning routine that requires disaggregating the standards, reviewing the end of unit assessment, and planning lessons accordingly.		Jamie Royster	05/15/2024
----------	---	--	---------------	------------

Notes: 9/2023: During their time with instructional coach, teachers dive into the standards and discuss best practices to reach students to meet these standards.

10/2023: Teachers met with their grade level and the instructional coach to respond to mClass assessments to determine what additional resources will be provided in small group in class and with remediation teachers.

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		J. W. Seabrook has been using the MTSS model for a few years - we have focused heavily on Tier 2 and Tier 3 interventions. We currently see a weakness in Intervention Fidelity and Documentation. The principal and leadership team will monitor classroom instruction to ensure that these interventions are being implemented and will provide feedback to teachers based on observations made.	Limited Development 10/25/2023		
How it will look when fully met:		When fully met, teachers will feel comfortable choosing and using interventions in the classroom and documenting the use - the documentation will be able to be used as progress monitoring documentation for IEP/SST meetings or Parent Teacher Conferences to show growth of students. Teachers will feel confident in knowing the difference between accommodations and modifications.		Brandi Stanley	05/23/2025
Actions			0 of 4 (0%)		
10/25/23		The Leadership Team will provide professional development at the beginning of the year pertaining to the SST and EC referral process and pre-referral procedures.		Karen Elliott	09/15/2023
<i>Notes:</i>					
10/25/23		An "EC Referral Checklist" will be created and shared with teachers.		Karen Elliott	10/01/2023
<i>Notes:</i>					
10/25/23		Teachers will complete the "IEPs-At-A-Glance" to aid in their understanding of the student's IEP and implementation of their accommodations throughout the year. The document will be updated as the IEP changes.		Ashley Rafferty	11/15/2023

Notes: EC teachers will provide training on reading and interpreting student IEPs. Teachers will complete the "IEPs-At-A-Glance" to aid in their understanding of the student's IEP and implementation of their accommodations throughout the year. The document will be updated as the IEP changes.

10/25/23 The principal and Leadership Team will visit classrooms regularly to ensure instruction fidelity.

Antoine McGill

12/15/2023

Notes:

Core Function: Dimension C - Professional Capacity

Effective Practice: Quality of professional development

KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
-----	-------	---	-----------------------	-------------	-------------

Initial Assessment: The leadership team currently meets to look at data concerning attendance, behavior and academic performance. This data is used to make decisions for the school and students.

Limited Development
10/25/2023

How it will look when fully met: When fully met the leadership team will have quality conversations about school data and will make informed decisions based on the data.

Antoine McGill
05/25/2025

Actions 0 of 3 (0%)

10/25/23 The leadership team agenda will cover data in the areas of behavior, attendance and academic performance.

Antoine McGill

01/15/2023

Notes: 9/2023 The leadership team has develop an agenda to best reflect productive conversations around data in the areas of behavior, attendance and academic performance.

10/25/23 Leadership team will meet 2x a month to look at data

Antoine McGill

12/15/2023

Notes: 9/2023: The Leadership team has created a calendar of data for the school year and will be meeting 2x monthly as part of PLCs.

10/25/23 The leadership team will plan professional development based on data and teacher feedback

Antoine McGill

01/25/2024

Notes: 9/2023: Based on teacher feedback, the outline for PD for the year has been created. - the 1st PD for the year was PBIS /Class Dojo. The next PD will cover EC referral process

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Melody Boyd	05/31/2024
<i>Actions</i>			0 of 1 (0%)		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Melody Boyd	03/29/2024
<i>Notes:</i>					