RANDOLPH
County School System

Seagrove Elementary School

School Improvement Plan

2022-2023

Comprehensive Progress Report

Mission:

Seagrove Elementary School's Mission Statement

At Seagrove, ALL students matter, learn, and grow.

Vision:

Seagrove Elementary School's Vision Statement

We will continue to strive to help our students achieve their highest potential.

Goals:

By June 2023, as measured by our performance composite scores, Seagrove Elementary will increase reading proficiency within each grade level by 5%. 22/23 Kinder 66%- 71% 1st 61%-66% 2nd 55%-60% 3rd 47%-52% 4th 65%-70% 5th 49%- 54% 21/22 K-2 23%-28% 3rd- 16%-21% 4th- 48% to 53% 5th- 52% to 57% (A1.03, A2.04, A2.01, A1.04, A4.01, B3.03, C2.01, D2.01)

By June 2023, as measured by our proficiency on the math end of grade tests, Seagrove Elementary will increase math proficiency in grades 3-5 by 5%. 22/23 3rd 78%-83% 4th 65%-70% 5th 67%- 72% (A1.03, A1.04, A4.01, B3.03, D2.01)

By June of 2023, as measured by FAM-S data, Seagrove Elementary will improve the critical component of Building the Capacity/Infrastructure for Implementation by 5% from 48%-53% (A2.04, B2.03, C2.01)

! = Past Due Objectives	KEY = Key Indicator			
Core Function:	**Dimension A - Instructional Excellence and Alignment**			
Effective Practice:	**High expectations for all staff and students**			
A1.03	**The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The following practices have been implemented to promote a culture of collaboration at Seagrove Elementary. Professional Learning Communities meet weekly to discuss instructional practices and	Limited Development 09/07/2021		

	student needs. Teachers are encouraged to bring data and assessments to determine the next steps to support student growth. Seagrove Elementary's master schedule provides weekly times of 45 minutes for Professional Learning Communities to meet.				
How it will look when fully met:	When fully implemented Collaborative Team Time will have specific agendas for meetings. The meetings will focus on student growth and data evidence. All stakeholders will participate in Professional Learning Communities and be involved in the improvement of student performance. The Professional Learning Communities will work with the Multi-Tiered System of Support team, Exceptional Children team, and other support staff to ensure the needs of all students are being met. Grade levels and departments will have designated times to complete CTTs and it will be reflected in the master schedule.			**Kerri Cole**	**06/10/2024**
Actions		**1 of 4 (25%)**			
9/7/21	Collaborative Team Time will have specific topics and agendas focused on student growth, student data, and instructional practices and professional development.	Complete 06/08/2022	Kerri Cole		06/08/2022
Notes:					
10/14/22	Grade levels K-5 will participate three professional development days throughout the year to complete LETRS professional development activities, complete district CTT professional development, and discuss student data.		Lindsay Reynolds		06/08/2023
Notes:	Title I fund will fund 3 Full Day Professional Development Days for Q1, Q2, and Q3 to support efforts to provide grade levels with extended collaborative team time to provide training for research based collaboration and literacy frameworks.				
10/14/22	Teachers will participate in year one of LETRS professional development, Units 1-4, on reading instruction and implement new learning in literacy instruction.		Donna Dalke		06/08/2023
Notes:	Title I funds will be used to purchase supplemental materials to support teachers efforts to implement research based practices. These materials include: Reading Eggs, Brain Pop/Brain Pop Jr., Flocabulary, Starfall, media books and resources requested by teachers, and Letterland Phonics Online-Student Plans.				
10/14/22	Teachers will participate in year two of LETRS professional development, Units 5-8, on reading instruction and implement new learning in literacy instruction.		Leslie Smith		06/08/2024

		Notes:				
		A1.04	**ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:			Teachers throughout the building use a variety of formative and summative assessments during the year to assess student's progress with the standards that have been taught. The data from assessments is discussed in Professional Learning Communities and Multi-Tiered System of Support meetings for students who are not progressing so that adjustments to the curriculum can be made.	Limited Development 09/24/2019		
How it will look when fully met:			When fully implemented, the school will have a process in place to help teachers evaluate lessons, student performance, and student assessments in order to adjust instructional strategies based on data collection. Teachers will use data to drive instructional decisions for students. These decisions will be made within PLC groups, as well as, on their own when looking at daily student performance. In addition, professional development needs will be determined through a combination of staff requests and data collection from student performance. The school administration and leadership team will determine professional development needs based on instructional data, and they will ensure the appropriate staff members receive professional development. Administration will also work to create proper time for staff development to be delivered to teachers. Administration will also find ways to allow collaboration for professional growth, provide appropriate support for staff members, and create ways for staff members to be recognized.		Holli Dalke	06/08/2025
Actions				**2 of 4 (50%)**		
		9/24/19	District and state assessments will be completed on the District Testing Schedule.	Complete 06/04/2021	Kerri Cole	06/04/2021
		Notes:				
		9/24/19	Formative assessments will take place throughout the year.	Complete 06/08/2022	Kerri Cole	06/08/2022
		Notes:				
		9/24/19	Teachers will use a variety of assessment tools to administer common formative assessments to monitor progress towards essential standards in literacy and math.		Lindsay Reynolds	06/08/2024

				Implementation Status	Assigned To	Target Date

Notes:	Title I funds will be used to purchase Chromebooks. Title I Expenditure #8 and #11, Chromebooks, will support efforts to provide a variety of assessment tools to administer common formative assessments.		
10/14/22	Collaborative team time will engage in the continuous cycle of collective inquiry: Plan, Do, Study, Act as outlined in the Solution Tree Inc professional development on Collaborative Team Time.		Kerri Cole	06/08/2025
Notes:			

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**
Initial Assessment:		We are currently beginning the implementation of Positive Behavioral Interventions and Supports (PBIS). As a first step, we created a team of professionals to lead the school and receive initial training. This team was comprised of representatives from grade spans: K-1, 2-3, and 4-5. In addition to grade-level representation, there was leadership representation including the principal, guidance counselor, and lead teacher. After the team was formed, the team developed expectations for school-wide behavior. It was decided that all staff would be trained at the beginning of the 2017-2018 school year to kick off our PBIS efforts. Teachers and staff each received PBIS notebooks with guidelines and resources to supplement efforts in PBIS implementation.	Limited Development 08/15/2017		
How it will look when fully met:		When fully met, all staff members are continuously trained in the Positive Behavioral Interventions and Supports model for tier 1. In addition, staff members use the ROAR matrix to establish and maintain school expectations. This matrix represents our school expectations of being Respectful, Organized, Always Positive, and Responsible, and clearly defines expectations in common locations around the building. School staff consistently use tiger paws as reinforcers. Lastly, the school is using Minor Incident Reports and Office Discipline Referrals and school-wide procedures for discipline write-ups.		**Lane Sapp**	**06/09/2023**
Actions			**4 of 6 (67%)**		
	9/11/17	Train staff in Positive Behavioral Interventions and Supports.	Complete 08/17/2017	Brandon Blunk	06/07/2019
Notes:		Staff received part one of the training on August 17th, 2017, and they will receive additional training as the PBIS team determines needs. Kerri Cole will maintain copies of training materials, sign ins, and agendas.			

9/28/18	School Guidance Counselor will conduct quarterly Character Awards to recognize individual students in the school.	Complete 06/07/2019	Brandon Blunk	06/07/2019
Notes:	These character awards will be focused around our ROAR expectations.			
9/11/17	Classroom teachers will monitor tiger paw reinforcers to help plan and implement lessons in classroom meetings.	Complete 06/13/2018	Brandon Blunk	06/08/2019
Notes:	Classroom Meeting logs will be turned into the guidance counselor. These logs will reflect classroom meeting topics that support the areas of concern shown by tiger paw reinforcers, as well as, teacher observations.			
9/11/17	The Positive Behavioral Interventions and Supports team will monitor tiger paw data from the school level to ensure that reinforcers are being used consistently across grade levels and ROAR expectations.	Complete 06/13/2018	Brandon Blunk	06/08/2019
Notes:	Teachers will enter ROAR collection data each month into a Google Spreadsheet so that the PBIS team can analyze how many tiger paw reinforcers were awarded to each class by expectation (Respectful, Organized, Always Positive, and Responsible) then by grade level. This will help us to monitor the distribution of tiger paws to ensure we are implementing school wide reinforcers to fidelity.			
10/8/19	Students receive individual recognition for following R.O.A.R. expectations as outlined in our PBIS behavior matrix for bus behavior.		Kerri Cole	06/08/2023
Notes:				
10/14/22	Students will receive individual recognition for following R.O.A.R. expectations as outlined in our PBIS schoolwide matrix.		Jennifer Rice	06/08/2023
Notes:	Names will be drawn weekly from K-2 and 3-5 as Star Students.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	Implementation Status	Assigned To	Target Date
Initial Assessment:	Currently, Instructional Teams meet once a week with administration and the lead teacher. During these meetings, teachers discuss planning materials, student data, and upcoming units of study. These meetings occur during our BEP times and give teachers roughly 45 minutes to work collaboratively to plan and discuss student performance. Teachers often meet on days other than the assigned	Limited Development 10/27/2020		

		PLC day with administrators to continue planning and student discussions.			
How it will look when fully met:		When fully implemented, instructional teams will meet once a week for a minimum of 45 minutes to discuss instructional planning and student data. These discussions will focus on curriculum and effective practices. These meetings should focus on pacing, scope and sequence, and research-based practices for student success. Each of these meetings will operate with an agenda, minutes will be taken, and a meeting format will be in place. Teachers will be the main facilitators of these instructional team meetings, and they will come prepared to lead and discuss items on the agenda.		**Mary Smith**	**06/08/2023**
Actions			2 of 3 (67%)		
	10/27/20	Instructional Teams will meet a minimum of twice a month to discuss curriculum and student progress. The curriculum discussions will be documented through minutes and the student progress discussions will be documented through minutes and/or google forms.	Complete 06/08/2022	Donna Small	06/08/2022
	Notes:				
	10/27/20	Instructional Teams will update data walls once monthly to evaluate student growth.	Complete 06/08/2022	Kerri Cole	06/08/2022
	Notes:				
	9/7/21	CTTs will use collaborative team time to effectively plan for the utilization of resources in remediation and enrichment with the support of administration and lead teacher.		Lindsay Reynolds	06/08/2023
	Notes:	TItle I funds will be used to purchase materials to support differentiation efforts for remediation and enrichment. These materials are Reading Eggs, Mathseeds, Chromebooks, Flocabulary, Scholastic News, Starfall, and Letterland Phonics Student Plan.			
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:		Seagrove Elementary is planning according to the district pacing that aligns with the state standards. We discuss pre and post-tests for units of study, but we do not currently have a document that shows the criteria that is aligned in the 7-step process. Teachers plan together and follow the same scope and sequence for units. Teachers are using provided planning materials from NCDPI and RCSS as tools for planning and delivering instruction.	Limited Development 04/19/2017		

How it will look when fully met:	When fully implemented, grade levels will have units of study for each subject that vary from 3-6 weeks in length. These units will serve as a basis of instruction to discuss where teachers should be supported and allow us to ensure that the instruction delivered across each grade level is similar. In addition, these units will serve as a horizontal and vertical planning tool. These units will allow us to pull the knowledge of several teachers and provide differentiated instruction to students in the grade level. It will also provide a strong foundation for any new teacher to the grade level. As a vertical planning tool, teachers will be able to see what was taught to students prior to their current grade level and the expectation for a starting point of students in the next grade level.		**Lindsay Reynolds**	**06/08/2024**
Actions		**7 of 9 (78%)**		
9/28/18	Teachers will participate in Just in Time Quarterly Professional Development in ELA and Math to prepare for changes in standards and assist in planning.	Complete 06/07/2019	Lindsay Reynolds	06/07/2019
Notes:	PD Provided by RCSS			
9/11/17	All teachers will utilize the resources provided by RCSS, the Virtual Implementation Kit from NCDPI, and the NCTools4Teachers website from NCDPI to plan core content areas.	Complete 06/12/2020	Lindsay Reynolds	06/12/2020
Notes:	All teachers will utilize the resources provided by RCSS, the Virtual Implementation Kit from NCDPI, and the NCTools4Teachers website from NCDPI to plan core content areas.			
10/8/19	Teachers will attend Shared Reading Professional Development with Deanna Wiles.	Complete 09/10/2019	Jamie Armfield	06/12/2020
Notes:				
10/8/19	Classroom teachers will attend professional development on guided reading from Deanna Wiles.	Complete 09/23/2019	Jamie Armfield	06/12/2020
Notes:				
9/29/20	Teachers will regularly use unpacking documents, county pacing guides, and math correlation documents to plan standard based lessons.	Complete 05/03/2021	Kerri Cole	06/04/2021
Notes:				
3/21/18	Teachers will utilize the pacing guides and Clusters provided by NCDPI and RCSS when lesson planning.	Complete 06/12/2020	Lindsay Reynolds	06/11/2021
Notes:	Teachers will utilize the pacing guides and Clusters provided by NCDPI and RCSS when lesson planning.			
3/21/18	Teachers will attend training sessions provided by RCSS lead teachers on new standards for the 2018-2019 school year.	Complete 06/08/2019	Lindsay Reynolds	06/11/2021

Notes:	Teachers will attend training to learn about minor changes in curriculum and new resources for the upcoming 2018-2019 school year.				
9/29/20	Grade levels will choose three essential standards for ELA, unpack them with the lead teacher, and develop common formative assessments based on skills required to master the standards. This process is outlined through the training provided by Dr. Fetner to guide instructional decision-making and data tracking through CTTs.		Jennifer Turner	06/08/2023
Notes:					
10/14/22	Grade levels will choose three essential standards for Math, unpack them with the lead teacher, and develop common formative assessments based on skills required to master the standards. This process is outlined through the training provided by Dr. Fetner to guide instructional decision-making and data tracking through CTTs.		Holli Dalke	06/08/2024
Notes:					

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:	During weekly grade level Professional Learning Communities meetings, teachers discuss student concerns with the principal, lead teacher, and teammates to problem solve and determine the next steps in strategies and support. Each week, the committee decides to continue strategies, develop an Intervention Plan, or refer to the Multi-Tier System of Supports team. All the discussions we have in weekly PLCs are documented in a spreadsheet that can be accessed by the MTSS co-chairs and leadership. This has helped to track student progress and better align the tiered system so that all professionals involved with the student's education know what has been discussed and implemented.

The MTSS team meets twice a month to discuss student referrals and students currently in the process. The MTSS team has new co-chairs that are working hard to make the referral process (strategy tracking, paperwork, and communication) more consistent and easier for regular education that may be unfamiliar with the process. We have improved in our efforts to communicate and allow the process to be more fluid | Limited Development 04/19/2017 | | |

	between tiers, but we still have areas of weakness in communication. (2017-2018)			
How it will look when fully met:	When fully met, all students will receive core instruction in reading that is differentiated to meet their individual learning needs. Those students who require supplemental instruction will also receive core instruction daily in literacy. In order to show evidence, core teachers and supplemental teachers will provide lesson plans that show what students receive in both core and supplemental instruction. In addition, schedules will be provided by the core teacher and supplemental teacher to ensure that students who receive supplemental instruction are also receiving core instruction in the same academic area and not missing instruction from another academic area. Data will be collected based on students served outside the classrooms by reading specialist.		**Jamie Armfield**	**06/08/2023**
Actions		**10 of 12 (83%)**		
9/28/18	Teachers will participate in Differentiation professional development with Laurie Sypole to strengthen core instruction for tier 1 students.	Complete 06/07/2019	Kerri Cole	06/07/2019
Notes:				
9/28/18	Teachers will participate in Numbers Talk professional development provided by Ana Floyd to strengthen core math instruction.	Complete 06/07/2019	Kerri Cole	06/07/2019
Notes:				
6/27/17	Grade level teachers and reading specialist will implement guided reading to fidelity, including word work, to meet the county and school requirements in order to differentiate instruction for all students.	Complete 06/08/2018	Mary Smith	06/08/2020
Notes:	The guided reading lesson plans will be checked by administration to ensure all teachers are completing them. In addition, teachers will submit examples of guided reading lesson plans twice a month for upload to show differentiation and word work. Teachers will also submit schedules to show the frequency of guided reading groups based on school guidelines is being met.			
6/27/17	Schedules will coordinate with master, core, and supplemental instruction to ensure all students receive guided reading from the core instructor, as well as, certified supplemental instructors if necessary.	Complete 06/08/2020	Sherri Jordan	06/08/2020
Notes:	Schedules will be looked at by administration to ensure that no student is missing core instruction to receive supplemental instruction. The master schedule, classroom guided reading schedules, and reading specialist schedules will be cross checked quarterly to ensure students are not missing core instruction.			

			Implementation Status	Assigned To	Target Date
	9/28/18	Teachers will participate in ELA Instructional Practices professional development provided by Deanna Wiles to strengthen core instruction in ELA.	Complete 06/12/2020	Kerri Cole	06/12/2020
	Notes:				
	10/8/19	Classroom teachers are provided weekly ELA planning in which administrators and lead teacher attend and participate.	Complete 06/12/2020	Katie Henderson	06/12/2020
	Notes:				
	6/27/17	All independent literacy stations will be research based.	Complete 06/12/2020	Donna Dalke	06/12/2020
	Notes:	Teachers will need to show use of research-based literacy stations in plans. This can be accomplished by using a spreadsheet to show what literacy stations are being implemented with an explanation of the research based strategy being implemented and the source. Discussions will take place in PLC's and grade level members will be responsible for giving you examples of literacy stations.			
	9/29/20	MTSS Chairperson and Lead Teacher will work to create a matrix of interventions for teachers to serve as the inventory of MTSS Supports in ELA and Math.	Complete 05/03/2021	Kerri Cole	06/04/2021
	Notes:				
	9/29/20	MTSS Chairperson with the help of the MTSS Committee, Classroom Teachers, and Leadership will work to complete Data Maps on all students who are new to the MTSS team for the 2020-2021 school year.	Complete 05/03/2021	Jamie Armfield	06/04/2021
	Notes:				
	9/29/20	A student monitoring form will be completed during PLC's to help track data for the Tier 1 to Tier 2 placement of students in the MTSS process.	Complete 06/08/2022	Mary Smith	06/08/2022
	Notes:				
	10/14/22	Classroom teachers in collaboration with the MTSS Chair will organize and determine strategies for student groups for remediation strategies.		Lindsay Reynolds	06/08/2023
	Notes:	Flexible groupings will be used to complete strategies for students in tier 1 and 2 to ensure fidelity of strategies.			
	10/14/22	Classroom teachers, the MTSS chair, and administration will meet to discuss student progress through the MTSS process every six weeks to adjust and monitor the strategy implementation plan created by the MTSS team.		Lindsay Reynolds	06/08/2023
	Notes:	CTT will occur approximately every 6 weeks.			
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:		Teachers and staff participate in current training on social and emotional needs through Vector. In addition, teachers and staff are trained in available resources for our students yearly by staff like the guidance counselor and social worker. Teachers use our PBIS model and MTSS model to support the specific needs of students who may have more specific needs for their social and emotional well-being. They also understand the appropriate personnel that can offer support to various students and the communication necessary to provide such supports.	Full Implementation 10/14/2022			
	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**
Initial Assessment:		Under Title I, we currently complete a Transition Plan to document supports for incoming Kindergartners, students transitioning between grade levels, and fifth graders that are transitioning to middle school. We have a working relationship with our feeder middle school to help give students support prior to entering middle school. We also give opportunities to local preschool facilities to visit the campus. In addition, we have a Title I Parental Engagement Night that focuses on students transitioning to the next grade level.	Limited Development 08/15/2017			
How it will look when fully met:		When fully implemented our school will have transition plans in place for students entering our school setting for the first time, students transitioning from grade level to grade level, and for students who are transitioning from fifth grade to the middle school setting. Each of these plans should use data to determine the next steps for placement and considerations to be shared with the middle school. Kindergarteners will be assessed prior to placement to evaluate early learning opportunities to help align instructional opportunities upon entry. In addition, plans for fifth graders transitioning to middle school should include consideration of both academic and developmental needs to support procedural, academic, and social changes. These transitional plans should be collaborative efforts involving all stakeholders in the transitional process.			**Mary Smith**	**06/09/2023**
Actions				**3 of 5 (60%)**		
		9/11/17	Seagrove will hold a Title I night to support transitions for the upcoming school year. This night may be held virtually or face to face.	Complete 05/06/2021	Kerri Cole	06/04/2021
		Notes:				
		3/21/18	Seagrove and Southwestern Randolph Middle School coordinate activities to help with the transition from elementary to middle school	Complete 05/06/2021	Dylan Hamilton	06/04/2021

		for rising 6th graders. These activities may be held virtually or face to face.			
	Notes:	SWRMS comes to SES, SES goes to SWRMS, and SWRMS hosts a parent night for SES and other feeder schools.			
	10/8/19	Grade levels work to group students based on observations and multiple data points, academic and functional, to determine their level of readiness for the upcoming transition to the following grade level.	Complete 06/08/2022	Dylan Hamilton	06/08/2022
	Notes:				
	10/8/19	Administration and fifth grade teachers work together to discuss observational data and academic readiness for the transition to middle school.		Jamie Armfield	06/08/2023
	Notes:				
	10/14/22	Teachers complete placement sheets for each student at the end of the year to help with the transition to the next grade level to ensure the upcoming teacher has accurate and useful information to begin instruction.		Jamie Armfield	06/08/2023
	Notes:				

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**
Initial Assessment:		Currently teachers meet weekly for 45 minutes with the lead teacher and administration for CTTs. This time is used for various needs like professional development, student data discussions, and planning instruction. The weekly CTTs with the lead teacher and administration currently do not have norms that are used consistently or structured agendas that are consistent week to week. Teachers also meet for addition planning time throughout the week at designated times based on their BEP schedule and after school duties. These particular times focus on planning instruction. The school leadership team meets 1-2 times per month to discuss school improvement and other school related topics. There are	Limited Development 10/14/2022		

	agendas for these meetings and selected individuals have roles for the team. These meetings are typically let by the principal.			
How it will look when fully met:	When fully met the school will have a School Leadership Team, Instructional Teams/Grade Level Teams, and a School Community Counsel that meet 1-2 times a month for 45 minutes to an hour to discuss school improvement in their designated areas. These teams will use agendas and minutes to monitor progress and there will be specific areas of focus for each team. In addition, these teams will create norms and common goals to work towards each year. Teams will know specific tasks required for them to complete each year. Team members will work collaboratively to analyze data points to monitor outcomes. Leadership teams, Instructional Teams, and School Community Counsels will consist of representation of all stakeholders to ensure all voices are heard.		**Kerri Cole**	**06/08/2025**
Actions		0 of 4 (0%)		
10/14/22	The School Leadership Team and Instructional Teams will create norms for their group and use them to monitor their meetings to ensure all members feel the meetings are productive.		Lindsay Reynolds	06/08/2023
Notes:	This will be based off the professional development on professional learning communities provided by Solution Tree, Inc.			
10/14/22	Instructional Teams will develop SMART Goals based on the essential standards and current data in literacy to help focus and drive instructional decisions.		Leslie Smith	06/08/2023
Notes:	SMART Goals will be monitored throughout the year and adjusted as necessary based on current data from common formative assessments.			
10/14/22	The Guiding Coalition will be established and meet frequently to discuss collaborative team time in our building and determine necessary supports and to establish procedures to increase student achievement based on the district professional development from Solution Tree, Inc.		Kerri Cole	06/08/2023
Notes:				
10/14/22	Instructional Teams will develop SMART Goals based on the essential standards and current data in math to help focus and drive instructional decisions.		Lane Sapp	06/08/2024
Notes:	SMART goals will be monitored and adjusted throughout the year based on data.			

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:	At this time the principal is involved in the weekly PLCs, MTSS Team, School Leadership Committee, Media and Technology Committee, and Curriculum Committee when needed. In addition, the principal is in classrooms daily. Feedback from informal walkthroughs is provided through an email generated from a google doc. Staff also received feedback in post conferences after observations are completed. Currently the county expectation is for principals to be in classrooms for 2 hours daily.	Limited Development 04/19/2017		
How it will look when fully met:	When fully implemented, the principal will be the instructional leader of the building. He or she will be visible in classrooms monitoring the daily delivery of instruction. The principal will track the delivery of instruction using various tools. The tools will consist of a combination of both formal and informal observation tools like formal observations or informal walkthrough forms. The principal will then use this data collected on instruction to provide timely feedback to teachers. This data can be discussed in PLC's or informal discussions to improve the delivery of instruction and impact student learning.		**Jamie Armfield**	**06/08/2024**
Actions			**5 of 7 (71%)**		
	3/21/18	The Principal will create observation schedules to align with the state observation requirements for all certified staff members.	Complete 06/12/2020	Jamie Armfield	06/12/2020
	Notes:	The schedule is given to staff at the beginning of each year to indicate when/who will be conducting their observations and summative evaluation.			
	3/21/18	There will be leadership representation on all committees.	Complete 06/12/2020	Jamie Armfield	06/12/2020
	Notes:	A leadership representative (principal, assistant principal, lead teacher) will attend every committee meeting.			
	10/8/19	Administrators will have a schedule to show who is checking lesson plans.	Complete 06/12/2020	Katie Henderson	06/12/2020
	Notes:				
	10/8/19	Student concerns will be discussed bi-monthly during grade level PLC's which will be documented in Google Docs.	Complete 06/12/2020	Jamie Armfield	06/12/2020
	Notes:				

9/29/20	The administration will monitor grade level and certified staff members' Canvas courses for face to face and remote instruction.	Complete 05/03/2021	Kerri Cole	06/04/2021
Notes:				
10/14/22	The principal, assistant principal, and lead teacher will have a schedule and focus for lesson plan checks each week.		Kerri Cole	06/08/2023
Notes:	The principal, assistant principal, and lead teacher will schedule lesson plan checks with predetermined focus based on data.			
9/11/17	Principals will conduct weekly walk-throughs and submit a google form that is emailed to the teachers with each occurrence that will provide feedback.		Kerri Cole	06/08/2024
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:	We currently discuss grade level data during weekly PLC meetings. School data is analyzed quarterly by the Administrative Team and School Leadership Team. We do a good job collecting, organizing, and analyzing data, but we need to improve in the action steps following the data analysis. We also need to improve drilling down from grade level to classroom to student in PLC Meetings.	Limited Development 04/19/2017		
How it will look when fully met:	When fully implemented, student performance data will be used to determine the professional needs of staff members. This data will be disaggregated to look more specifically at race, gender, ethnicity, and programs in order to show patterns in student performance to impact professional development. In addition to student performance data, we will also analyze observation data to see instructional patterns within the building. Both the student data and observational data will be used to make decisions when planning professional development. Professional development will be planned to specifically impact needs based on student and observational data.		Donna Dalke	06/08/2023
Actions		11 of 12 (92%)		

10/19/17	Increase math fact fluency in K-5 students by implementing school incentive Fact Fluency Challenge.	Complete 06/13/2018	Kerri Cole	06/08/2018
Notes:	The Fact Fluency Challenge focuses on grade level appropriate facts.			
10/19/17	Provide professional development on Engage NY Units to 3-5 teachers and being implementation in literacy blocks.	Complete 06/13/2018	Katie Henderson	06/08/2018
Notes:				
10/19/17	Provide various in-house professional development sessions on guided reading, mClass assessments, vocabulary, and literacy stations.	Complete 06/13/2018	Katie Henderson	06/08/2018
Notes:				
9/28/18	Teachers will participate in Just in Time Quarterly professional development to prepare for instructing students on the new ELA and Math standards as requested by the staff.	Complete 06/07/2019	Katie Henderson	06/07/2019
Notes:				
9/28/18	Provide professional development for teachers to earn Digital Literacy credits for the 2018-2019 school year.	Complete 06/07/2019	Katie Henderson	06/07/2019
Notes:				
9/28/18	Administration will administer a mid-year and end of year survey to receive feedback from staff and provide appropriate professional development.	Complete 06/07/2019	Katie Henderson	06/07/2019
Notes:				
10/19/17	Monthly common formative assessments will be administered and discussed in PLC meetings.	Complete 06/13/2018	Katie Henderson	06/12/2020
Notes:	Administration will monitor technology use by checking monthly reports, lesson plans, and informal walkthrough data.			
10/19/17	Utilize K-5 math technology resources (Mathseeds, Prodigy, Flocabulary, and Xtra Math).	Complete 06/13/2018	Katie Henderson	06/12/2020
Notes:				
10/8/19	Provide iStation training on administering assessments and analyzing student reports.	Complete 06/12/2020	Kerri Cole	06/12/2020
Notes:				
10/8/19	Utilize a variety of data sources (iStation, running records, Fountas & Pinnell, Jan Richardson anecdotal notes) to group students flexibly in guided reading.	Complete 06/12/2020	Katie Henderson	06/12/2020
Notes:				

	9/29/20	Teachers will track K-5 student ELA progress monthly on the data wall in the lead teacher's office.	Complete 06/08/2022	Kerri Cole	06/08/2022
	Notes:				
	9/29/20	Certified staff will complete a professional development survey two times a year, mid-year as well as at the end of the year to help with planning and providing professional development opportunities.		Lindsay Reynolds	06/08/2023
	Notes:				

Core Function:	Dimension D - Planning and Operational Effectiveness			
Effective Practice:	Facilities and technology			
D2.01	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.(5173)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The physical condition in the school is great. Our staff works hard to maintain a facility that is conducive to learning. One area of need to is to transition to a blended approach for learning that gives students both socialization opportunities, as well as online learning opportunities. We feel that we are making progress shifting to a blended approach, but as a school, we still need growth in this area.	Limited Development 10/02/2020		
How it will look when fully met:	When this objective is fully met, teachers will use a blended approach to teach students. This approach will include online programs purchased with federal and local funding to enhance the supplemental learning both on and off-campus. In addition, teachers will maintain an online classroom platform supported by the district to instruct remotely when necessary. The teachers will also provide socialization opportunities for students who are learning remotely in order to positively impact their educational experience. Teachers will make opportunities for students who are using fully remote learning to interact with peers through Google Meets in order to include them in discussions and classroom activities.		Jennifer Rice	06/08/2024
Actions		2 of 4 (50%)		
	10/2/20	Teachers will create, utilize, and maintain an online learning environment through CANVAS to teach students content through remote learning.	Complete 05/03/2021	Kathryn Sorrell	06/04/2021

Notes:	Teachers will load course content weekly.			
10/2/20	The administration will monitor the use of purchased technology programs that enhance the individual learning experience through a blended approach.	Complete 06/08/2022	Jennifer Rice	06/08/2022
Notes:				
10/14/22	Teachers will integrate programs such as Reading Eggs, Mathseeds, Flocabulary, Brain Pop/Brain Pop Jr, Starfall, and Letterland Phonics Online into daily lessons and activities to integrate technology and use a hybrid approach to learning in the classroom.		Jennifer Rice	06/08/2023
Notes:	Title I funds will be used to purchase online programs for instruction. These programs include Reading Eggs, Mathseeds, Flocabulary, Brain Pop and Brain Pop Jr., Flocabulary, Starfall, and Letterland Phonics Online.			
10/14/22	The media specialist and administration will work to monitor available school technology to ensure technology resources are up to date and available for student use.		Jennifer Rice	06/08/2024
Notes:	Title I funds will be used to purchase Chromebooks to help keep available technology current and available for students.			

RANDOLPH
County School System

School: Seagrove Elementary

School Year: 2022-2023

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: *"The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position	Typed Name	Signature	Date
Principal	Jamie Armfield		
Assistant Principal	Kerri Cole		
Kindergarten	Holli Dalke		
First	Donna Dalke		
Second	Leslie Smith		
Third	Lane Sapp		
Fourth	Jennifer Turner		
Fifth	Mary Smith		
Media Specialist	Jennifer Rice		
Instructional Assistant	Lori Brady		
Parent	Kim Hutchins		
Lead Teacher	Lindsay Reynolds		

RANDOLPH
County School System

NCStar/SIP Mandatory Components

School Name: Seagrove Elementary

School Year: 2022-2023

<u>Duty-Free Lunch</u>
A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

Teachers do not receive a duty-free lunch time during the school day.

<u>Duty-Free Instructional Planning</u>
Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

Classroom teachers are provided 45 minutes of planning daily with their grade level while students are in Encore classes.

<u>Transition Plan for At-Risk Students</u>
☐ Elementary to Middle School
☐ Middle School to High School
Please describe transition plan below.

Administrators and counselors at the elementary school and middle school discuss rising 6th graders at the end of the school year. IEP meetings are held with the elementary and middle school personnel for rising 6th graders that have an IEP.