



**Seagrove Elementary School**  
**School Improvement Plan**  
**2023-2024**

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 2024, as measured by our reading assessment data (K-2 mClass composite scores, 3rd grade BOG to EOG, and 4-5 cohort EOG scores), all grade levels will increase reading proficiency. K-2 will reach 65% proficiency, 3rd grade will be at 50% proficient, and 4-5 will increase reading proficiency by 5%. 23/24 BOY mClass Data Kinder 23% 1st 30% 2nd 55% BOG Proficiency Data 3rd 16% EOG Cohort Data 4th 44% 5th 50% (A1.03, A1.04, B3.03, C2.01, E1.01)

By June 2024, as measured by our proficiency on the math end of grade tests, Seagrove Elementary will increase math proficiency by cohorts in grades 4-5 by 5%. 23/24 4th 68% to 73% 5th 69% to 74% ( A1.04, B3.03, D2.01, E1.01)

By June of 2024, as measured by FAM-S data, Seagrove Elementary will improve the critical components Data-Based Problem Solving by 5% from 57% to 62%. (A 4.01, 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 are 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		

	<p>student needs during Collaborative Team Time (CTT). 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.</p>			
<p><b>How it will look when fully met:</b></p>	<p>Collaborative Team Time (CTT) uses the agenda template provided by the district to guide discussion regarding student performance on specific standards or parts of standards delivered in Core instruction. This time allows for weekly collaboration between grade level teachers, lead teacher, reading specialist/MTSS chair and administration to determine next steps by following the 4 critical questions: What do we want students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Collaboration from these discussions determines what and how content is taught, assessing student learning, analysis of student learning, and response to the needs indicated by the analysis.</p>		Lindsay Reynolds	04/30/2024
<b>Actions</b>		<b>3 of 4 (75%)</b>		
9/7/21	<p>Collaborative Team Time will have specific topics and agendas focused on student growth, student data, and instructional practices and professional development. Agenda and minutes are recorded on the form through the CTT portal on the Randolph County Website.</p>	Complete 06/08/2022	Lindsay Reynolds	06/08/2022
<i>Notes:</i>				
10/14/22	<p>Grade levels K-5 will participate in three professional development days throughout the year to complete LETRS professional development activities, complete district CTT professional development, and discuss student data.</p>	Complete 06/08/2023	Lindsay Reynolds	06/08/2023
<i>Notes:</i> Title I funds 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	<p>Teachers will participate in year one of LETRS professional development, Units 1-4, on reading instruction and implement new learning in literacy instruction.</p>	Complete 06/08/2023	Lindsay Reynolds	06/08/2023
<i>Notes:</i> 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.		Lindsay Reynolds	06/11/2024
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:			The school has 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 use data to drive instructional decisions for students. These decisions are made within CTT groups, as well as, on their own when looking at daily student performance. In addition, professional development needs are determined through a combination of staff requests and data collection from student performance. The school administration and leadership team determine professional development needs based on instructional data, and are continuing to ensure the appropriate staff members receive professional development. Administration works to create proper time for staff development to be delivered to teachers. Administration finds ways to allow collaboration for professional growth, provide appropriate support for staff members, and create ways for staff members to be recognized.		Leah Sugg	06/08/2025
Actions				2 of 5 (40%)		
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:						

11/1/23			Use Title I funds to purchase iReady Math (assessment portion) to identify skill gaps and weak areas that are prerequisites to students' current grade level as well as identify areas periodically on grade level to monitor proficiency with standards.		Lane Sapp	12/20/2023
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.		Leah Sugg	06/11/2024
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. The agenda form through the CTT portal on the Randolph County Schools' website has questions that keep meetings focused.		Lindsay Reynolds	06/10/2025
Notes:						
	KEY	A1.07	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			We are continuing the implementation of Positive Behavioral Interventions and Supports (PBIS). We have a team of professionals to lead the school and convey new ideas. This team is comprised of representatives from grade spans: K-1, 2-3, and 4-5. In addition to grade-level representation, there is leadership representation including the principal, guidance counselor, and lead teacher. Teachers will be using Minor Incident Reports and Office Discipline Referrals and school-wide procedures for discipline write-ups. Teachers will also be giving Tiger Paws to students to acknowledge positive behavior.	Limited Development 08/15/2017		
<b>How it will look when fully met:</b>			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 <u>R</u> espectful, <u>O</u> rganized, <u>A</u> lways Positive, and <u>R</u> esponsible, 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.		Christa Hartman	06/11/2025

Actions		3 of 5 (60%)		
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.		Amy Bowser	06/11/2024
Notes:				
10/14/22	Students will receive individual recognition for following R.O.A.R. expectations as outlined in our PBIS schoolwide matrix.		Christa Hartman	06/11/2024
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			
	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		

	Priority Score: 1	Opportunity Score: 2	Index Score: 2		
<b>How it will look when fully met:</b>	Grade levels have units of study for each subject that vary from 3-6 weeks in length. These units 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 serve as a horizontal and vertical planning tool. These units allow us to pull the knowledge of several teachers and provide differentiated instruction to students in the grade level. It also provides a strong foundation for any new teacher to the grade level. As a vertical planning tool, teachers are 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
<b>Actions</b>			<b>9 of 11 (82%)</b>		
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					
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:					
9/11/17	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.					
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	Jennifer Rice	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
<i>Notes:</i> 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.	Complete 02/20/2023	Jennifer Turner	06/08/2023
<i>Notes:</i>				
11/1/23	Use Title I funds to purchase resources to include in unit content planning that align to the standards. Purchases include Flocabulary, Brain Pop, Reading Eggs, Math Seeds, Social Studies Weekly, Handwriting Without Tears, Mystery Science, Decodeable Books, Generation Genius and Stem Lab materials.		Christa Hartman	12/20/2023
<i>Notes:</i>				
11/1/23	Use Title I funds to fund substitute teachers so that classroom teachers can participate in professional development and planning days to create unit plans and focus on content planning.		Jennifer Rice	12/20/2023
<i>Notes:</i>				
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.	Complete 06/09/2023	Holli Dalke	06/08/2024
<i>Notes:</i>				
<b>Implementation:</b>		09/26/2023		
<b>Evidence</b>	2/20/2023			
<b>Experience</b>	2/20/2023 Teachers met with the Lead Teacher to choose 3 Essential Standards in ELA. In CTTs teachers and admin. unpacked standards together.			
<b>Sustainability</b>	2/20/2023 Teachers will continue to unpack essential standards each year to make sure instruction aligns with what the standard is asking for.			



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
<i>Initial Assessment:</i>			During weekly grade level collaborative team time (CTT) meetings, teachers discuss student data and express specific student needs and concerns in meeting grade level proficiency. The team is comprised of the principal, lead teacher and grade level teammates. The team problem solves and determines the next steps in strategies and support. Periodically, the committee reviews the data and determines to continue strategies, develop an intervention plan, or refer to the Multi-Tier System of Support (MTSS) team. All discussions in weekly CTTs are documented in a spreadsheet that can be accessed by the MTSS chair and leadership. This shared document tracks student progress and aligns the tiered system so that all professionals involved with the student's education know what has been discussed and implemented and any suggestions that are made.	Limited Development 10/25/2023		
<i>How it will look when fully met:</i>			Teachers participate in professional development to stay informed of assessments, interpreting data, and how to use resources to meet the needs students have. All students receive core instruction in reading that is differentiated to meet their individual learning needs. The students who require supplemental instruction also receive core instruction daily in literacy. In order to show evidence, core teachers and supplemental teachers provide lesson plans that show what students receive in both core and supplemental instruction. Students who are receiving Supplemental and Intensive interventions have individualized plans in ECATS, the district's Early Warning System (EWS). In addition, schedules are 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 areas. Data is collected based on students served outside the classrooms by the reading specialist.		Jamie Armfield	05/13/2025
Actions				0 of 12 (0%)		

11/1/23	Use Title I funds to purchase the following programs to provide resources for tiered instructional supports as well as Core programs that meet the requirements of the standards: Letterland materials, Flocabulary, Reading Eggs, Math Seeds, Handwriting without Tears, Media books and resources.		Sherri Jordan	12/20/2023
<i>Notes:</i>				
11/1/23	Use Title I funds to purchase technology for students to access digital resources and programs aligned to the standards to support Core, as well as tiered instruction for students. Purchases include Cleartouch panels and chromebooks.		Mary Smith	12/20/2023
<i>Notes:</i>				
10/26/23	The master schedule will reflect established times for core and small group instruction and remediation. Differentiation will take place during these times according to need and intervention.		Leah Sugg	02/20/2024
<i>Notes:</i> These schedules will be referenced during CTT meetings to ensure students are assigned to skill groups. This will allow students to be served without missing core content.				
11/1/23	Use Title I funds to employ tutors to meet student needs that are identified through CFAs and progress monitoring.		Mary Smith	04/20/2024
<i>Notes:</i>				
10/26/23	Grade level teachers and reading specialist will implement the district phonics programs during small skills groups to differentiate for students.		Mary Smith	05/13/2024
<i>Notes:</i>				
10/25/23	All students are progress monitored in mClass every ten days which should reflect as twice monthly when calendar allows.		Sherri Jordan	05/25/2024
<i>Notes:</i> Each student showing red should progress monitored every 10 days.				
10/26/23	All literacy stations provided will be research based.		Anna Smith	11/12/2024
<i>Notes:</i>				
10/26/23	Teachers will participate in ELA Instructional practices professional development provided by the district lead teacher, Karen Binns.		Crystal Lambeth	03/11/2025
<i>Notes:</i> This will strengthen core instruction.				
10/26/23	Classroom teachers and MTSS chair will analyze data and have discussions to determine interventions and strategies to use for students at Supplemental and Intensive levels.		Anna Smith	03/11/2025
<i>Notes:</i>				

10/26/23	Classroom teachers, the MTSS chair and administration will meet to use ECATS to discuss student progress through the MTSS process to adjust and monitor the implementation plan created by the MTSS team.		Lindsay Reynolds	05/13/2025
<i>Notes:</i> Every eight weeks is the goal of this and will meet the four times a year recurrence.				
10/26/23	Math professional development on Number Talks is provided by District Math and Science lead teacher, Jennifer Choken.		Jennifer Rice	05/13/2025
<i>Notes:</i>				
10/26/23	All teachers will participate in math professional development for all teachers on iReady assessments and data review.		Lane Sapp	05/13/2025
<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>			Currently we are meeting once a month for an hour with representation from all grade levels, as well as lead teacher, principal, assistant principal, guidance counselor, media specialist, reading specialist, teacher assistant, Exceptional Children's chair, and parent representative. This team discusses data, budget, and school concerns and relays the information to the appropriate grade levels or departments.	Limited Development 04/19/2017		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
<i>How it will look when fully met:</i>			When fully implemented the School Leadership Team will be comprised of elected members. These members will include grade level representation (K-5), departmental chairs (EC, BEP, TA), administration, lead teacher, and guidance counselor. The team will also include a parent representative to help in the decision-making process. The leadership team will meet twice a month for one hour for each meeting. During these meetings, leadership members will take roles		Lindsay Reynolds	06/10/2025

	like timekeeper, SIT chair, process manager, and facilitator. Meetings will operate on an agenda, minutes will be kept, and the team will work to remain focused and stick to the plan made in order to stay productive. Leadership Team will also address concerns in the school to ensure best instructional practices are taking place.			
<b>Actions</b>		<b>4 of 5 (80%)</b>		
9/11/17	PLC meetings are held weekly with Principal, AP, and Lead Teacher to discuss data and students' needs.	Complete 06/07/2019	Brandon Blunk	06/12/2020
<i>Notes:</i>				
3/21/18	The MTSS Team meets twice a month to discuss students currently in tier 2 and students being recommended for more intensive support.	Complete 06/07/2019	Brandon Blunk	06/12/2020
<i>Notes:</i>				
3/21/18	The Leadership Team, consisting of elected representative and other school-wide positions meets twice a month.	Complete 06/07/2019	Brandon Blunk	06/12/2020
<i>Notes:</i>				
10/8/19	Teachers participate in ELA planning with administrators and lead teachers weekly.	Complete 06/08/2022	Katie Henderson	06/12/2020
<i>Notes:</i>				
10/31/23	The county CTT form will be used to keep record of when teachers are meeting to discuss data. The form will address the essential standards discussed as well as other components of data related to student success.		Lindsay Reynolds	06/10/2025
<i>Notes:</i>				
<b>Implementation:</b>		10/14/2022		
<b>Evidence</b>	06/08/2022 Minutes from PLC meetings, Leadership Team meetings, and MTSS meetings can be located in the evidence folder and managing meetings. Attendance and minutes show the representation of leadership and stakeholders including parents, classroom teachers, BEP teachers, and EC teachers.			
<b>Experience</b>	06/08/2022 As a school, we have leadership teams that are schedule to meet regularly during the month. Through this process we worked to make sure there was representation from all stakeholders so appropriate support could be offered. Scheduling efforts through the use of a master calendar and consistent days helped to keep meeting			

	attendance consistent. In addition agendas and the use of research based processes have allowed us to focus on student learning.			
<b>Sustainability</b>	06/08/2022  We will continue to create leadership teams that have representation of all appropriate stakeholders. We will also continue to schedule meetings so that each stakeholder can be present and contribute to student success.			

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
<b>Initial Assessment:</b>			<p>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.</p> <p>The school leadership team meets 2 times per month to discuss school improvement and other school related topics. There are agendas for these meetings and selected individuals have roles for the team. These meetings are typically let by the principal.</p>	Limited Development 10/14/2022		
<b>How it will look when fully met:</b>			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 use agendas and minutes to monitor progress and there will be specific areas of focus for each team. In addition, these teams create norms and common goals to work towards each year. Teams know the specific tasks required for them to complete each year. Team members work collaboratively to analyze data points to monitor outcomes. Leadership		Mary Smith	06/10/2025

	teams, Instructional Teams, and School Community Counsels consist of representation of all stakeholders to ensure all voices are heard.			
<b>Actions</b>		<b>2 of 4 (50%)</b>		
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.	Complete 06/08/2023	Lindsay Reynolds	06/08/2023
<i>Notes:</i> This will be based off the professional development on professional learning communities provided by Solution Tree, Inc.				
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.	Complete 06/08/2023	Jamie Armfield	06/08/2023
<i>Notes:</i>				
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.		Jamie Armfield	06/11/2024
<i>Notes:</i> SMART goals will be monitored and adjusted throughout the year based on data.				
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.		Jamie Armfield	06/11/2024
<i>Notes:</i> SMART Goals will be monitored throughout the year and adjusted as necessary based on current data from common formative assessments.				

<b>Core Function:</b>			<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>			<b>Monitoring instruction in school</b>			
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			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 weekly. 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		

<b>How it will look when fully met:</b>	The principal is the instructional leader of the building. She is visible in classrooms weekly monitoring the delivery of instruction. The principal tracks the delivery of instruction using various tools. The tools consist of a combination of both formal and informal observation tools like formal observations or informal walkthrough forms. The principal uses data collected on instruction to provide timely feedback to teachers. This data is discussed in CTTs or informal discussions to improve the delivery of instruction and impact student learning.		Jennifer Rice	06/11/2024
<b>Actions</b>		<b>5 of 7 (71%)</b>		
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
	<i>Notes:</i> 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
	<i>Notes:</i> 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
	<i>Notes:</i>			
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
	<i>Notes:</i>			
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
	<i>Notes:</i>			
10/16/23	The principal and assistant principal will attend and oversee grade level planning for quarter 2, 3, and 4. Teachers will use planning days to look at data and adapt instruction for the upcoming quarter.		Amy Bowser	06/11/2024
	<i>Notes:</i>			
9/11/17	Principals and the lead teacher will conduct weekly walk-throughs and provide feedback for each occurrence.		Amy Bowser	06/11/2024
	<i>Notes:</i>			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
<b>Effective Practice:</b>	<b>Quality of professional development</b>

	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 CTT meetings. School data is analyzed quarterly by the Administrative Team and School Leadership Team. We collect, organize, and analyze 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 CTT Meetings. (October 2023)	Limited Development 04/19/2017		
How it will look when fully met:			Student performance data is used to determine the professional needs of staff members. This data is 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 also analyze observation data to see instructional patterns within the building. Both the student data and observational data is used to make decisions when planning professional development. The principal and school improvement team analyze multiple data points to determine professional development needs. Professional development is planned to specifically impact needs based on student and observational data.		Jennifer Rice	10/24/2024
Actions				0 of 9 (0%)		
	10/26/23	Teachers will participate in professional development on LETRS vol 2 (Science of Reading), 95% Core Phonics, small skills groupings and differentiation and mClass assessment practices.			Lindsay Reynolds	04/20/2024
Notes:						
	10/26/23	Provide professional development on LETRS Vol 2, 95% Core Phonics, small skills grouping and differentiation, and mclass assessment processes and analysis.			Leah Sugg	05/13/2024
Notes:						
	10/26/23	All certified staff will participate in the Teacher Working Conditions Survey for 2024 in the spring.			Amy Bowser	05/20/2024
Notes:						
	10/26/23	Tiger Time will be utilized to provide instruction driven by data analysis. Students will be divided into groups across the grade level to participate in instruction geared to their needs.			Mary Smith	05/20/2024
Notes:						



10/26/23	Flexibly group students for small group reading by utilizing multiple data points (mClass, LETRS, NC Check Ins).		Jamie Tilley	05/20/2024
<i>Notes:</i>				
10/16/23	Teachers will meet 3 times a year for grade level planning to discuss quarterly data. Teachers will use the data to drive instruction and plan for the upcoming quarter.		Lindsay Reynolds	06/11/2024
<i>Notes:</i>				
10/26/23	Monthly common formative assessments will be administered and the data discussed in CTT meetings.		Amy Bowser	06/12/2024
<i>Notes:</i>				
10/26/23	Administration and school improvement will analyze the TWCS 2024 results to determine need for professional development for the next school year.		Amy Bowser	09/10/2024
<i>Notes:</i>				
10/26/23	The school improvement team and school administration will look at subgroup data in EVAAS and determine professional development needs based on the data in each subgroup.		Amy Bowser	09/20/2024
<i>Notes:</i>				

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>			We meet as a school improvement team to allocate resources based on our Title 1 funding and local school allotment. Our PTO is also a resource for instructional funding.	Limited Development 09/19/2023		
<i>How it will look when fully met:</i>			The Leadership team meets a minimum of twice a year to look at data and discuss resource allocation. The leadership team looks at data gathered from instructional resources used in classrooms to determine effectiveness.		Jamie Armfield	06/11/2024
<i>Actions</i>				0 of 2 (0%)		
	10/5/23		The Leadership team meets at the beginning of the school year to discuss the budget. The team discusses how money is spent across		Sharon Loflin	12/20/2023

	content areas, what subscriptions are being purchased, and how we will use our human resources to meet student and school needs. Funding is currently being used on the following programs: Letterland materials, Flocabulary, Brainpop/Brainpop Jr., Reading Eggs (K-2), Mathseeds (K-2), PD Days, SS Weekly (1, 3, 4), Handwriting without Tears Booklets (3), Mystery Science (K-5), Generation Genius, iReady Math Assessment, STEM Lab supplies, Media Books and Resources, Cleartouch Panels, Chrome books, decodeable books, tutors.			
<i>Notes:</i>				
10/5/23	The Leadership team meets at the end of the year to reflect on the impact our purchased resources had on the academic and social-emotional aspects of our students. The team also discusses resources for the next school year and what will be the most beneficial for our school based on data and usage reports of technology.		Lane Sapp	06/11/2024
<i>Notes:</i>				

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
		E1.01	ALL teachers maintain a file of communication with parents/guardians.(5177)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers meet with parents/guardians throughout the year including the beginning of the year, quarterly conferences, or conferences as needed, and Family Engagement Nights. Communication logs will be kept by teachers to record who participated in the communication, the purpose of the communication and the frequency. Teachers use phone calls, Class Dojo and face-to-face meetings to communicate with parents and guardians. Teachers keep these records until the end of the year. They are then given to the lead teacher to use for data and Title 1 records.	Limited Development 10/05/2023		
<i>How it will look when fully met:</i>			Teachers use a variety of tools to communicate with parents. They keep a record of all communication throughout the year. The lead teacher collects communication logs at the end of the year. We upload communication samples for Title 1.		Lindsay Reynolds	06/11/2024
<b>Actions</b>				<b>0 of 2 (0%)</b>		

10/5/23	Class dojo, phone calls and parent/guardian/teacher conferences are given and received to update all parties to the student's academic and social-emotional success.		Sherri Jordan	06/11/2024
<i>Notes:</i>				
10/5/23	Four family engagement nights are held throughout the school year. These include our Annual Public Meeting and Literacy Night (with attention to RTA testing), STEM Night, Math Night, and Transition Night.		Lindsay Reynolds	06/11/2024
<i>Notes:</i>				



School: Seagrove Elementary

School Year: 2023-2024

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.”*

[illegible]



## NCStar/SIP Mandatory Components

School Name: Seagrove Elementary

School Year: 2023-2024

### Duty-Free Lunch

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.

Classroom teachers do not have a duty-free lunch period. They eat in the cafeteria with their students each day. Though they eat at a separate table, they are still responsible for monitoring their students.

### Duty-Free Instructional Planning

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.

All classroom teachers receive a 45 minute planning block five days a week. This planning block is consistent among grade level teachers to provide common planning time.

### Transition Plan for At-Risk Students

- ☒ Elementary to Middle School  
☐ Middle School to High School

Please describe transition plan below.

The principal from Seagrove meets with the principal at SWRM at the end of each school year to discuss at-risk students and scheduling. Our guidance counselor also discusses at-risk students with the counselors at the middle school. Seagrove administrators are in all transitional IEP meetings for students moving from Seagrove to SWRM.