School Performance Plan At-a-Glance
Executive Summary
SY19-20

Introduction

In alignment with the goals and priorities of Prince George's County Public Schools (PGCPS), the School Performance Plan (SPP) allows for a transparent and collaborative school improvement process with a focus on student achievement.

The SPP is designed to engage school leaders and stakeholders in a structured data analysis process that leads to the creation of SMART Goals targeted to impact student achievement. Through the successful utilization of the SPP, schools are able to assess, plan, and monitor targeted improvements in challenge areas.

School Profile				
Seabrook ES School Performance Plan		**School Code**	**School Designation**	
School Name	Seabrook Elementary	2003		**Title 1**
School Address	6001 Seabrook Road Lanham, Md. 20706			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	Pre-K through Fifth grade			
Principal's Name	Clareta Spinks			
Principal's Email Address	Clareta.Spinks@pgcps.org			
School Phone Number	301-918-8542			
Principal Supervisor's Name	Susan Holiday			
Principal Supervisor's Email	Susan.Holiday@pgcps.org			
School Vision & Mission				
Vision	We will foster a positive school climate by promoting academic growth, providing a safe and supportive environment, and building effective home-school partnerships to ensure that all students will be college and career ready.			
Mission				

	Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
	Identify Prioritized Challenges Statements What are the 3 prioritized challenge statements?	**SMART Goal**	**Focus Areas** What will we focus on to address this challenge? *These focus areas will be used to craft the SMART goal for this challenge area.*
1	**Student Profile Attendance & Discipline: Chronic Absenteeism** The percentage of students who are chronically absent has increased over the years because there is an increase in students leaving the country for extended periods of time with their families even though parents have been informed about the attendance policy.	By June 2020, the percentage of students not chronically absent will increase by 2% using the 2019 baseline data.	• SST meetings with PPW for chronically absent students to communicate Attendance Policy • Counselor incentive program for students with good attendance • Attendance related reading material will be sent home to all families in English and Spanish • Professional Development to all teachers on Administrative Procedure 5113
2	**Development Reading Assessment (DRA) (K-2 District Literacy Assessment)** The percentage of second-grade students demonstrating proficiency has decreased in SY 2016-2017 and SY 2017-2018 compared to SY 2015-2016.	On the Spring 2020 administration of the DRA assessment, 70% of our second grade BGL students will increase by 2 DRA levels.	• Reading support from Reading Specialist to ensure that ELA teachers and ESOL teachers are implementing best practices to meet students' needs and increase students' performance ability levels • Consistent small group instruction in the classrooms and during pull-out services from ESOL

			teachers and the Reading Specialist ● Focused Instructional Learning Walks for ELA
3	**WIDA ACCESS** The school's percentage score on the number of students exiting the program on the third-grade level did not meet or exceed the county's met score because ESOL students who are in the emerging level to developing level need consistent small group instruction in class and during pull-out services to address their needs in the different language domain.	On the Winter 2019 administration of the ESOL Writing Assessment, 80% of fourth grade ESOL students will increase from their baseline percentage score to 5 percentage points.	● Reading Specialist provide focused Reading intervention support to students, PDs during collaborative planning and direct teacher coaching support ● Bi-monthly data progress monitoring of students ● Monthly SIT referrals for students not making adequate progress ● Training on RTI implementation and data monitoring. ● Professional Learning communities can be established to build teachers' capacity with RTI