

Comprehensive Progress Report

Mission: Sedgefield Elementary develops critical thinkers who practice a growth mindset, value diversity and build relationships within the school and across our community.

Vision: Through inspiration and challenge, Sedgefield Elementary students will become responsible and productive lifelong learners with 21st century skills, diverse relationships and a passion for learning.

Goals:

By June 2024, Sedgefield Elementary will increase the school performance composite from 33% to 35%.

By June 2024, Sedgefield Elementary School will increase the reading proficiency of English Learner students from 20% to a minimum of 23% in order to close the achievement gap between English Learner students and All students.

By June 30, 2024, Sedgefield Elementary will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 37% in 2022-23 to 32% in 2023-24.

By June 30, 2024, Sedgefield Elementary will reduce the number of lost instructional days resulting from discipline referrals by 10% from 28 days in 2022-23 to 25 days in 2023-24.

By June 30, 2024, 98% of Sedgefield Elementary School students will be assessed on math and reading to determine growth and achievement using DIBELS and/or NWEA. (FAM S Priority Items 19 and 41).



! = Past Due Objectives

KEY = Key Indicator

| Core Function: | | Dimension A - Instructional Excellence and Alignment | | | |
|---|---------|---|-----------------------------------|------------------|-------------|
| Effective Practice: | | High expectations for all staff and students | | | |
| | A1.02 | ALL teachers improve their practice by responding to principal's observations and/or observations by peers.(5083) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Following the Guilford County Schools schedule, Sedgefield Elementary School teachers are evaluated on the cycle that corresponds to their years of service and/or licensure status. Every teacher receives between two to four formal observations after which they receive feedback on their performance. Additionally, teachers receive feedback from internal and external coaches. The principal also provides feedback after brief classroom visits on a regular schedule. | Limited Development 09/15/2023 | | |
| <i>How it will look when fully met:</i> | | When classroom observations show an individual teacher's areas that need improvement, that teacher's personal development plan will include training or coaching to assist the teacher in the area of need. The principal will assist the teacher in carrying out these next steps, and continuous improvement will be achieved through faculty workshops, consultations with Instructional Teams, the principal's work with individual teachers and with teams, and through teacher-to-teacher learning, including peer observations, study groups, coaching, and mentoring. | | Rachel Holoman | 06/08/2025 |
| <i>Actions</i> | | | 0 of 1 (0%) | | |
| | 9/15/23 | The principal and Instructional Leadership members will document walkthroughs and observations to recognize patterns of practice across all grade levels and content areas. | | J. Kathy Acevedo | 05/31/2024 |
| <i>Notes:</i> This action is designed to move the school from TSI status. | | | | | |
| 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:

Implementation

- During opening staff meeting, teachers and staff were introduced to PRIDE expectations for common areas.
- All classroom teachers and specialists created and submitted a comprehensive behavior management plan for their classrooms prior to Back to School Open House.
- The Multi-Classroom Leader facilitated a meeting on de-escalation and behavior management.

2021-2022

- During opening staff meeting, teachers and staff were introduced to PRIDE expectations for common areas.
- All classroom teachers and specialists created and submitted a comprehensive behavior management plan for their classrooms prior to Back to School Open House.
- Class Dojo has been set up for all classrooms. Specialists, support staff (Counselor, Social Worker) and administrators are connected to the regular classroom. This allows staff to communicate directly with parents at the class and individual level.
- Common Area expectations have been posted throughout the school.

These actions are an effort to exit the school from TSI status. These actions also align to priority items #10 and #31 on the FAM-S needs assessment.

Limited Development
09/11/2017

| | Priority Score: 2 | Opportunity Score: 3 | Index Score: 6 | | |
|--|--|----------------------|-----------------------------------|-------------------------|-------------------|
| How it will look when fully met: | <p>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. Students demonstrate understanding of rules and procedures. Core behavior practices exist schoolwide and/or across all grade levels/spans by essential components of instruction, curriculum, and environment. The rate of major office referrals remains low because the universal tier for behavior management is fully implemented and students receive the support they need to act in accordance with expectations. Evidence that the objective is being fully met is found in positive classroom behavior plans, documentation of referrals using Educator's Handbook and Class Dojo reports. Sedgfield Elementary will exit TSI status.</p> | | Objective Met 02/02/19 | J. Kathy Acevedo | 06/02/2025 |
| Actions | | | | | |
| 9/29/21 | Provide professional development to staff on common area expectations for students and staff. | | Complete 08/10/2021 | J. Kathy Acevedo | 08/16/2021 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | |
| 9/29/21 | All instructional staff will create a class in Class Dojo in order to communicate important school news and student behaviors. | | Complete 08/10/2021 | J. Kathy Acevedo | 08/16/2021 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | |
| 9/14/21 | Post a matrix of school-wide behavioral expectations with operational definitions of expected behavior by setting (common areas - bathroom, hallways, arrival, dismissal, playground). | | Complete 11/16/2021 | Patti McDearmon | 11/30/2021 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. Restart funds will be used to accomplish this action. | | | | | |
| 9/14/21 | Professional development provided for adult routines to promote success (i.e., active supervision, pre-corrects, clear definition of major/minor problem behaviors, consistent logical consequences, schedule for delivery of positive reinforcement, etc.) | | Complete 01/11/2022 | Rachel Holoman | 06/14/2022 |
| <i>Notes:</i> At monthly staff meetings. This action is an effort to exit the school from TSI status. | | | | | |
| 9/14/21 | Teachers and staff will deliver explicit instruction for schoolwide behavior expectations and classroom rules, routines/procedures (e.g., classroom management) on an established schedule. | | Complete 06/09/2022 | J. Kathy Acevedo | 06/14/2022 |
| <i>Notes:</i> BOY, MOY, EOY and after any extended breaks. This action is an effort to exit the school from TSI status. | | | | | |

| | | | | |
|--|--|---------------------|------------------|------------|
| 9/30/22 | Title I funds will be used to purchase materials for "calm down" kits to help students regulate their emotions and return to learning. | Complete 03/13/2023 | Jada Ferguson | 01/31/2023 |
| <i>Notes:</i> Instead of Title I funds, kits are provided by the Sedgefield's Woman's Club. | | | | |
| 3/14/22 | Use Restart calendar flexibility to hold professional development on positive behavior support and de-escalation, student engagement and cooperative learning structures during the workdays. This action step corresponds to FAM-S Priority Item 10. | Complete 03/07/2023 | Heather Bowden | 03/31/2023 |
| <i>Notes:</i> Work began in 2022-2023 school year and is ongoing. Sedgefield FAM-S Priority Item 10 - The leadership team ensures professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities. | | | | |
| 9/8/22 | Staff will receive professional development and feedback on active supervision, pre-corrects, clear definition of major/minor problem behaviors, consistent logical consequences, and schedule for delivery of positive reinforcement. This action step corresponds to FAM-S Priority Item 10. | Complete 04/02/2024 | Ardeanna Wideman | 03/31/2024 |
| <i>Notes:</i> SES FAM-S Priority Item 10: The leadership team ensures professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities. | | | | |
| Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum and environment (ICE). These are refined based on both student outcome and implementation data for continuous improvement. | | | | |
| Implementation: | | 02/02/2019 | | |
| Evidence | 7/16/2018 Survey Responses - Staff Training https://docs.google.com/spreadsheets/d/1PpOKOR4WrjyOYQBHvmZLtiFiFAw7W0CvtJ9ciB7WYwM/edit#gid=1080125564 | | | |
| Experience | 7/16/2018 PBIS team members provided training on Tier I, II, and III behavior management strategies in a small group, rotational format. 10/2/18 Two teachers (one K-2 and one 3-5) attended district training to to provide staff with in house peers trained in the CHAMPS model called "CHAMPS Ambassadors." | | | |

Sustainability

7/16/2018

Provide continued training differentiated for staff by level of experience and identified interests.

10/2/18

The CHAMPS Ambassadors will provide professional development during staff meetings.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| 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 |
| <i>Initial Assessment:</i> | | <p><u>Implementation</u></p> <ul style="list-style-type: none"> Each grade level meets for 90 minutes, once a week to collaboratively plan lessons using a lesson plan protocol/internalization document. Feedback is noted in the shared Google document. The team, coaches and administrators have access to the lesson protocols. <p><u>2021-2022</u></p> <ul style="list-style-type: none"> Students at SES participated in Fall universal screening for reading and math with the NWEA. Students in Kindergarten - 3rd grade also completed reading universal screening with mClass DIBLES. The School Psychologist, Curriculum Facilitator, Math coach and administrators identified students in K-2nd in need of supplemental reading support in October. Students were assessed in January on mClass and NWEA (reading and math). New supplemental groups were created and students were referred to Tier III as necessary. | Limited Development 12/15/2020 | | |
| <i>How it will look when fully met:</i> | | Teachers have sufficient time to collaborate on instructional plans and problem-solve academic, social-emotional and behavioral needs across all tiers and subject areas. Meeting times are protected and teachers plan uninterrupted at least 90 minutes a week with a quarterly meeting of 4 - 6 hours. Evidence of full implementation include the master schedule, PLC meeting agendas, PLC meeting minutes, academic achievement data, discipline referrals and student interest surveys. These actions are an effort to exit the school from TSI status. | | Ebony Summers | 06/06/2024 |
| Actions | | | 3 of 5 (60%) | | |
| | 10/26/21 | Hire a Multi-Classroom Leader (MCL) with demonstrated ability to support teachers and students in 3rd-5th grade ELA. | Complete 08/16/2021 | J. Kathy Acevedo | 08/16/2021 |

Notes: This action will require Title I funding and Restart funding. This action is an effort to exit TSI Status.

| | | | | |
|----------|--|---------------------|---------------|------------|
| 12/15/20 | Instructional Teams use student learning data to identify students in need of instructional support or enhancement within PLC Meetings. (A 3.01) | Complete 03/30/2022 | Ebony Summers | 06/14/2022 |
|----------|--|---------------------|---------------|------------|

Notes: This action is an effort to exit the school from TSI status. Restart and Title I funds used to pay instructional coaches that lead this action.

The Intensive Problem Solving Team meets weekly on Thursdays to discuss interventions for Tier III students. PLCs meet bi-monthly to discuss students needs for remediation, intervention, mediation and enrichment or R.IM.E. This action is an effort to exit the school from TSI status.

| | | | | |
|---------|---|---------------------|----------------|------------|
| 6/14/21 | Instructional Teams meet weekly for 90 minute blocks to review implementation of effective practice and student progress. | Complete 06/14/2023 | Heather Bowden | 06/14/2023 |
|---------|---|---------------------|----------------|------------|

Notes: This action is an effort to exit the school from TSI status.

| | | | | |
|---------|---|--|---------------|------------|
| 9/30/22 | Using Restart funds, teachers will participate in 4 to 6 hours of collaborative planning during the school day to review implementation of effective practice and student progress. | | Ebony Summers | 05/31/2024 |
|---------|---|--|---------------|------------|

Notes:

| | | | | |
|---------|---|--|----------------|------------|
| 9/30/22 | EC and EL teachers will meet with grade level teachers to assess student progress in math and/or reading. | | Mindy Hathaway | 07/01/2024 |
|---------|---|--|----------------|------------|

Notes:

| 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:

2023-2024

- Professional development on questioning using the Depth of Knowledge and critical questions provided in curricula and on assessments.
- Grade-level teams and representatives from the EL team meet to create standards-aligned lessons.
- The team focuses on creating questions that help students master the essential skill/objective of the standard-aligned lesson.
- Each teacher is also focusing on the creation of student discourse. Posters with discourse question stems are posted in each classroom.

2022-2023

- Classroom teachers received a day in 1st quarter and one in second quarter to collaboratively plan aligned units using district materials and those provided by the curriculum.
- Focus was placed on responding to data from multiple sources including NWEA, mClass, and district interim assessments.

2021-2022

- Curriculum Facilitator, STEM Coach and Multi-Classroom Leader (MCI) meet with teacher teams for PLCs at least bi-weekly.

Eureka Math Coaching Visits

- Eight visits scheduled for August, September, October, November, December, January, February, March, April and May

CKLA Coaching Visits

- Five visits scheduled (September, October, November, January and March)

Limited Development
08/09/2016

| | | | | |
|---|--|---------------------|-----------------------|-------------------|
| How it will look when fully met: | Instructional Teams develop standards-aligned units of instruction for each subject and grade level, teachers K-5th implement Core Knowledge Language Arts (CKLA) as their core reading instruction. Eureka math is the fully implemented math curriculum. Long- and short-term unit planning documents are available as evidence and include standards-based objectives and criteria for mastery, pre-post tests to assess student mastery, learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers. Classroom teachers, specialists and support teachers collaborate frequently on how to support their shared students. These actions are an effort to exit the school from TSI status. These actions also support priority item #10 on the FAM-S needs assessment. | | Heather Bowden | 06/30/2026 |
| Actions | | 6 of 7 (86%) | | |
| 10/26/21 | Teachers will meet in the summer, prior to the start of school to develop the first nine-weeks of aligned instruction. | Complete 08/04/2021 | Ebony Summers | 08/31/2021 |
| | <i>Notes:</i> Third and fifth grade ELA teachers met with the MCL whose position was funded by Restart funds. This action is an effort to exit school out of TSI-TA designation | | | |
| 9/13/18 | Teachers will receive job-embedded coaching from TNTP for CKLA, Eureka Math and the 3L Framework that will assist them with planning aligned lessons and units. | Complete 04/12/2022 | J. Kathy Acevedo | 06/14/2022 |
| | <i>Notes:</i> Embedded coaching to be paid by Title I funds. This action is an effort to exit the school from TSI status. | | | |
| 6/14/21 | Using Restart calendar flexibility in 2022-2023, teachers will complete long range plans (including scaffolds and assessments) for the upcoming quarter during mandatory workdays. | Complete 04/25/2023 | Rachel Holoman | 04/30/2023 |
| | <i>Notes:</i> Restart funds supported this action step in 2022-2023. This action is an effort to exit the school from TSI status. | | | |
| 9/8/22 | Using Restart budget flexibility, teachers will have substitutes to analyze data and collaboratively plan for at least 4 hours each quarter in 2022-2023. | Complete 04/25/2023 | Rachel Holoman | 04/30/2023 |
| | <i>Notes:</i> The MCL facilitates these work groups. Used restart funding flexibility to help pay for the MCL salary differential in 21-22 and 22-23 | | | |
| 9/4/19 | Early career educators in years 0-3 and educators new to Sedgewild will receive mentoring and job-embedded coaching from contracted, district and school-level coaches at least once a quarter. | Complete 05/30/2023 | Ebony Summers | 06/30/2023 |

Notes: This action is an effort to exit the school from TSI status.

| | | | | |
|---------|---|---------------------|---------------|------------|
| 5/30/23 | Grade level teams will use unit planning tools from Eureka Squared to create standards-aligned units for school year. | Complete 04/30/2024 | Ebony Summers | 04/30/2024 |
|---------|---|---------------------|---------------|------------|

Notes:

| | | | | |
|----------|---|--|---------------|------------|
| 10/27/23 | Using Restart budget flexibility in 2023-2024, substitutes will cover classrooms while teachers complete long range plans (including scaffolds and assessments) for the upcoming quarter. | | Ebony Summers | 05/31/2024 |
|----------|---|--|---------------|------------|

Notes:

| | |
|-----------------------|---|
| Core Function: | Dimension A - Instructional Excellence and Alignment |
|-----------------------|---|

| | |
|----------------------------|---|
| Effective Practice: | Data analysis and instructional planning |
|----------------------------|---|

| ! | A3.05 | The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114) | Implementation Status | Assigned To | Target Date |
|---|-------|--|-----------------------------------|----------------------|-------------------|
| <i>Initial Assessment:</i> | | All students are universally assessed with the literacy screener mClass DIBELS for students in grades K - 3 as well as 4th graders who have yet to meet 3rd grade reading proficiency. This assessment occurs three times a year. NWEA is used to screen students in math grades K-5 and in reading for grades 4th and 5th. | Limited Development 10/09/2023 | | |
| <i>How it will look when fully met:</i> | | Benchmark tests called interim assessments help teachers gauge their students' progress toward year-end standards-based assessments and make adaptations in instruction. Data is used to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas. | | Shanique Levy | 05/15/2024 |
| Actions | | | 0 of 1 (0%) | | |
| 10/9/23 | | 100% of students will be assessed in math on the NWEA in the Fall, Winter and Spring to determine growth and proficiency. This action is linked to FAM-S Priority items 19 and 41. | | Ebony Summers | 05/15/2025 |

Notes: FAM-S Priority Items:

19 Staff is provided data on MTSS implementation and student outcomes at all tiers.

41 Data sources are monitored for consistency, accuracy, and timeliness in collection and entry procedures.

| | | | | | |
|----------------------------|--------------|---|------------------------------|--------------------|--------------------|
| 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:

2022-2023

- The Instructional Leadership Team (ILT) facilitated evidence-based instruction and assessment for Tier II students during Professional Learning Communities at least monthly.
- The Intensive Problem-Solving Team (IPST) facilitated the evidence-based instruction and assessment process for Tier III students.

2021-2022

- ILT - Admin meets every Friday to review data and make plans for teacher support.
- Attendance Team - Members include the Principal, Assistant Principal, Social Worker, Data Manager, Community Liaison/Interpreter, an English Language teacher and Exceptional Children's representative. The team case manages students who are considered Tier [III](#): Chronically Absent and works to prevent Tier II: Moderately Absent students from moving to Tier III. Attendance/Engagement Week planned for March.
- The School Psychologist met with grade level PLCs to identify the lowest 20% in reading and math according to iStation and NWEA data. Those students are being screened and progress monitored using FastBridge. Interventions follow the district's Standard Treatment Protocol.

Limited Development
08/09/2016

| | | | | |
|---|--|---------------------|----------------------|-------------------|
| How it will look when fully met: | 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. Sedgefield teachers focus on the effectiveness of classroom instruction versus student deficits. Teacher strategies are based on evidence of effectiveness and research-based curricula. Evidence of full implementation includes records of students' responsiveness to interventions, monitoring checklists scoring the frequency of intervention and the fidelity of the intervention. Sedgefield Elementary will exit TSI status. | | Ebony Summers | 06/04/2024 |
| Actions | | 7 of 9 (78%) | | |
| 10/22/21 | FAM-S Priority Item (Building the Capacity/Infrastructure for Implementation): The master schedule provides adequate time for multiple tiers of evidence-based instruction and intervention to occur. | Complete 08/16/2021 | Mindy Hathaway | 11/01/2021 |
| <p><i>Notes:</i> This action is an effort to exit the school from TSI status.</p> <p>From the FAM-S Tool: The master schedule refers to allocation of resources daily (e.g., staff, time). The master schedule may also include on-going/weekly activities such as time for staff to engage in problem-solving and data-analysis.</p> | | | | |
| 6/14/21 | Review data from Supplemental Interventions with the Intensive Problem Solving Team and grade level Professional Learning Communities to decide next steps for intervention and remediation. | Complete 04/12/2022 | Ebony Summers | 06/14/2022 |
| <p><i>Notes:</i> This action is an effort to exit the school from TSI status. Restart and Title I funds used to pay instructional coaches that lead this action.</p> | | | | |
| 9/11/17 | Grade level teachers will meet on Thursdays to collaborate tiered instructional supports in conjunction with the IST process. (Tier III) | Complete 05/26/2022 | Dr. Rebecca Levy | 06/30/2022 |
| <p><i>Notes:</i> Dr. Levy is the School Psychologist and member of the IST.</p> | | | | |
| 10/19/22 | Using Restart calendar flexibility, 8 additional student days will be added to the 22-23 calendar. | Complete 08/08/2022 | J. Kathy Acevedo | 08/08/2022 |
| <p><i>Notes:</i> The calendar for traditional schools has 173 student days. Sedgefield's calendar has 181 student days.</p> | | | | |

| | | | | |
|--|--|---------------------|------------------|------------|
| 9/8/22 | Using Restart funds, the school will employ lead teachers/instructional coaches to coach teachers, provide small group instruction and monitor MTSS efforts at each grade level. | Complete 08/16/2022 | Susan Price-Cole | 08/16/2022 |
| <i>Notes:</i> Action continued from 2022-2023 school year. | | | | |
| 9/4/19 | The school psychologist will meet with classroom teachers and members of the IST team for initial training. | Complete 09/09/2021 | J. Kathy Acevedo | 10/01/2022 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. Initial training for all staff during staff meeting. After-school training of team members. | | | | |
| 10/18/23 | Within the 2023-24 school year, our TSI-AT school will implement the following evidence-based interventions to increase overall student performance: modified core literacy instruction documented in Individual Reading Plans (IRPs), direct phonics instruction for 30 minutes a session at least 3 times a week for students in the bottom 20% (Tier II) on universal screening assessments; small group instruction (Tier I) based on student need for reading, math and science; and school-wide focus on increasing student discourse in all subjects in order to maximize student engagement and achievement. | Complete 03/14/2024 | J. Kathy Acevedo | 04/04/2024 |
| <i>Notes:</i> | | | | |
| 3/14/22 | Using Restart budget flexibility, purchase items to intervene with students who need Tier II and Tier III foundational literacy support. | | Rachel Holoman | 06/01/2024 |
| <i>Notes:</i> | | | | |
| 10/22/21 | Provide adequate time in schedules to administer academic, behavior, and social emotional assessments needed to make data-based decisions. This action step is an effort to leave TSI status. | | Rachel Holoman | 06/14/2024 |

Notes: This action is an effort to exit the school from TSI status.

From FAM-S Tool:

Schedules refer to both the year-long schedule of activities that may include professional development and coaching, universal screening/benchmark assessments, and data analysis. Schedules also refer to on-going (e.g., weekly) activities related to professional development and coaching, assessment, and data-analysis.

Behavior/Social-Emotional Assessment:

Screening - Recommended Behavior/Social-emotional screening data include reviewing and analyzing all students' adherence to school-wide expectations through collection of the following:

- Minor problem behavior (classroom managed)
- Major problem behavior (office discipline referral)
- Attendance patterns
- Other areas that some schools may choose to universally screen in the area of Behavior/Social-emotional skills using a school-wide screening for internalizing behaviors (e.g., depressive symptoms, anxiety, etc.).

Diagnostic - Diagnostic assessments for behavior/social-emotional skills include use of functional behavior assessments in order to find the root cause for the student's difficulties.

Progress-Monitoring - In the area of behavior/social-emotional functioning, the monitoring of student progress with the intervention should be matched with the problem of concern. Teams will want to consider monitoring frequency, duration, intensity, and latency recording.

| 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 |
|--|---|---|-------------------------|-------------------|-------------|
| <i>Initial Assessment:</i> | <p><u>2021-2022</u></p> <ul style="list-style-type: none"> Sedgefield currently uses PBIS to address student behavior. Highly impacted students also have the opportunity to take part in a daily Check In/Check Out (CICO) program that has them meet with trained teachers in the morning and afternoon. The school feels that many students still may need outside services to guide students in managing their emotions. The School Social Worker and School Counselor conduct leadership/character building small groups twice a month. PBIS quarterly celebrations are held for students that meet the requirements (1st Quarter - 80% positive points on Class Dojo, Subsequent Quarters - 85% positive points). | Limited Development 08/09/2016 | | | |
| <i>How it will look when fully met:</i> | Sedgefield teachers provide a safe environment for students to discuss and practice emotional management skills. Students are supported by teachers with strategies for identifying and managing emotional stress. Teachers receive additional coaching on practicing positive reinforcement behaviors. The PBIS team provides monthly updates and trainings to support teachers. Sedgefield Elementary will exit TSI status. | | Ardeanna Wideman | 06/30/2025 | |
| Actions | | | 3 of 5 (60%) | | |
| 9/14/21 | Sedgefield will use Class Dojo schoolwide as a communication and positive behavior management system. | Complete 10/20/2021 | Rachel Holoman | 10/20/2021 | |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. Reports will be generated on a monthly basis in conjunction with PBIS celebrations. | | | | | |
| 9/14/21 | A technology assistant funded through Title I will support student technology use and to provide time on the schedule for the Guidance Counselor to meet with small groups. | Complete 08/09/2021 | Patti McDearmon | 06/14/2022 | |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | |
| 8/9/16 | Team of Counselor, Social Worker, and School Psychologist will hold small group sessions with students to identify and manage social difficulties. | Complete 06/09/2022 | Patti McDearmon | 06/30/2022 | |

| | | | | | | | |
|--|--|--|--|---------------------|------------------------------|-------------------------|--------------------|
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | | | |
| 9/13/18 | All teachers are responsive to students' cultural backgrounds and incorporate culturally-relevant material in their classrooms (A4.22) | | | J. Kathy Acevedo | 06/30/2025 | | |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | | | |
| Administration will create a calendar for bulletin boards that teach. Teachers and staff will create bulletin boards that teach on a monthly schedule that includes cultural studies (Hispanic Heritage, Native American history, Black history, Women's history). | | | | | | | |
| 9/30/22 | Teachers will problem solve behavioral and socioemotional development of students as a grade level. | | | April Wilson | 06/30/2025 | | |
| <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> | | Sedgefield plans an annual trip for 5th graders to the feeder middle school, Allen Middle School where students tour the campus and register for classes. Pre-K students meet with specialists and participate in a Kindergarten information night. High school seniors from the Weaver Academy visit campus for a "graduate parade" every spring. | | | No Development 09/11/2017 | | |
| <i>How it will look when fully met:</i> | | At year's end, students at each grade level "Meet and Greet" with the teachers at the upcoming level. Calendar scheduling provides evidence that this objective has been met. Sedgefield will exit TSI status. | | | | Shanai Blackwell | 05/01/2026 |
| Actions | | | | | 2 of 3 (67%) | | |
| 7/16/18 | 5th grade students will have an opportunity to visit the feeder middle school for on-site registration and a tour. | | | Complete 03/24/2022 | Kaitlyn Zimmerman | 06/30/2022 | |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | | | |
| 7/16/18 | Rising Kindergarten students and their parents will participate in Kindergarten Information Night and Kinder Camp (assessment) to learn information about what to expect in the upcoming year. | | | Complete 06/06/2022 | Dawn Craven | 06/30/2022 | |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | | | |
| 9/11/17 | We will create a meet and greet schedule to provide opportunity for students to meet the teachers in the grade level to which they are being promoted. | | | | Natalee Hardin | 06/30/2025 | |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | | | |

| Core Function: | | Dimension B - Leadership Capacity | | | |
|---|-------|--|-----------------------------------|------------------|-------------|
| Effective Practice: | | Strategic planning, mission, and vision | | | |
| | B1.01 | The LEA has an LEA Support & Improvement Team.(5135) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>2022-2023</p> <ul style="list-style-type: none"> An MTSS overview and professional development occurred during the first quarter via a staff meeting and weekly PLCs. Information regarding academics, attendance and behavior were shared with staff via staff meetings. <p>Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.</p> | Limited Development 08/09/2016 | | |
| <i>How it will look when fully met:</i> | | The LEA has an organized effective transformation team that includes various stakeholders. This team ensures the continuous support of our schools by providing professional development to our school leaders. The team practices transformative work to increase student achievement in the district. Sedgefield Elementary will exit TSI status. | | J. Kathy Acevedo | 07/01/2025 |
| Actions | | | 4 of 5 (80%) | | |
| 10/26/21 | | Using Restart and Title I funds, the principal will convene an Instructional Leadership Team comprised of the principal, assistant principal, math coach, Multi-Classroom Leader and curriculum facilitator and hold an onboarding meeting with detailed job division. | Complete 08/20/2021 | J. Kathy Acevedo | 09/02/2021 |
| | | <i>Notes:</i> This action is an effort to exit school out of TSI-TA designation. This action will utilize Title I and Restart funds. | | | |
| 10/9/20 | | Members of the School Improvement Team will hold a monthly meeting. The Instructional Leaders Team will also meet monthly to assess, create and monitor school improvement. | Complete 05/31/2022 | J. Kathy Acevedo | 06/30/2022 |
| | | <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | |
| 7/16/18 | | Members of the instructional team (Principal, Assistant Principal, Curriculum Facilitator and Instructional Coach) will meet with the School Support Officer to discuss progress on SIP goals. | Complete 06/06/2022 | J. Kathy Acevedo | 06/30/2022 |
| | | <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | |

| | | | | | |
|--|---|---|-----------------------------------|-------------------------|--------------------|
| 4/18/23 | B1.02 The Leadership Team serves as a conduit of communication to the faculty and staff regarding MTSS planning and implementation (FAM-S Priority Item 4). | Complete 05/30/2023 | Rachel Holoman | 06/14/2023 | |
| <i>Notes:</i> | | | | | |
| 9/6/19 | The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. | | J. Kathy Acevedo | 06/20/2024 | |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | |
| 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> | | <p><u>Implementation</u></p> <ul style="list-style-type: none"> The master schedule includes dedicated time for remediation, intervention, maintenance and enrichment (R.I.M.E.) daily for 30 minutes in addition to small group time included in the reading and math block. <p><u>2021-2022</u></p> <ul style="list-style-type: none"> The Instructional Leadership Team meets weekly on Fridays at 11:00am. The School Improvement Team/Leadership meets monthly on the second Tuesday of each month at 2:30pm. | Limited Development 08/03/2016 | | |
| <i>How it will look when fully met:</i> | | The Sedgfield Leadership Team meets the 2nd and 3rd Tuesday of each month. Agendas and minutes serve as evidence and are posted on both in the School Google Drive and Indistar. Sedgfield Elementary will exit TSI status. | | J. Kathy Acevedo | 06/30/2024 |
| Actions | | | 7 of 8 (88%) | | |
| 3/18/19 | The Instructional Leadership Team will meet at least twice a month to discuss data collected through walkthroughs, interims and common formative assessments. | Complete 06/30/2019 | Kimberly Rhodes | 06/01/2019 | |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | |
| Meetings will be held on Fridays from 12-1pm. | | | | | |

| | | | | |
|--|---|---------------------|------------------|------------|
| 9/11/17 | The Sedgefield Leadership Team will meet the 2nd Tuesday of each month and the SIP Action Teams will meet the 4th Tuesday of each month. | Complete 06/08/2021 | Jennifer Klason | 06/08/2021 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | |
| 3/14/22 | Using Restart Budget flexibility, the principal will hire a Multi-Classroom Leader (MCL) to coach and lead professional development for teachers of third, fourth and fifth English Language Arts. | Complete 06/30/2021 | J. Kathy Acevedo | 08/01/2021 |
| <i>Notes:</i> | | | | |
| 10/22/21 | FAM-S Priority Item 13: Across all tiers, student progress specific to attendance, behavior, social/emotional, and academic goals are monitored (this includes progress towards IEP goals and LEP goals). | Complete 04/12/2022 | J. Kathy Acevedo | 06/14/2022 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | |
| <p>Specific instruction/intervention plans may be found in the district/school core matrix and intervention matrix. Plans should include the following information:</p> <ul style="list-style-type: none"> ● The goal of the intervention/action plan (e.g., SMART goal) ● What intervention or action steps (e.g., curriculum adjustments, instructional processes and procedures) will be put in place ● How often (daily/weekly/etc.) the intervention will be utilized ● How long each session is to be implemented ● Who is responsible for intervention implementation and support ● Where and when the intervention will happen ● Plan for monitoring instruction/intervention fidelity and progress towards identified goals ● Timeframe (dates) for periodic review of progress monitoring data and decision points | | | | |
| 5/9/23 | FAM-S Priority Item 13: Schedules provide adequate time to administer academic, behavior, and social-emotional assessments needed to make data-based decisions. | Complete 08/22/2022 | Lentener Jaraba | 06/09/2023 |
| <i>Notes:</i> | | | | |
| 10/27/23 | Using Restart Budget flexibility, the principal will hire a Multi-Classroom Leader (MCL) to coach and lead professional development for teachers of third and fourth grade ELA and Math. | Complete 08/17/2023 | Heather Bowden | 08/12/2023 |
| <i>Notes:</i> | | | | |
| 5/11/23 | FAM-S Priority Item 13: Research behavior and social-emotional assessments needed to make data-based decisions. | Complete 01/03/2024 | Kat Kitchens | 01/30/2024 |
| <i>Notes:</i> | | | | |

| | | | | |
|--|---|--|-----------------|------------|
| 6/14/21 | The Instructional Leadership Team will meet at least twice a month to discuss data collected through walkthroughs, interims and common formative assessments. | | Kimberly Rhodes | 06/14/2024 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | |

| | | | | |
|-----------------------|--|--|--|--|
| 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> | Sedgefield currently has bi-monthly leadership meetings. Classroom teachers take part in weekly PLC meetings to review student data and do short and long term planning. | | Limited Development 08/09/2016 | | |
|----------------------------|--|--|-----------------------------------|--|--|

| | | | | | |
|--|-------------------|----------------------|----------------|--|--|
| | Priority Score: 1 | Opportunity Score: 3 | Index Score: 3 | | |
|--|-------------------|----------------------|----------------|--|--|

| | | | | | |
|---|--|--|--|----------------------|-------------------|
| How it will look when fully met: | Classroom teachers will collaborate with grade-level peers to do short-term/long-term planning as well as data analysis and reviewing best practices. Weekly PLC agendas will serve as evidence of completion. | | | Ebony Summers | 05/31/2024 |
|---|--|--|--|----------------------|-------------------|

| | | | | | |
|----------------|--|--|---------------------|--|--|
| Actions | | | 6 of 7 (86%) | | |
|----------------|--|--|---------------------|--|--|

| | | | | |
|---------|--|---------------------|---------------|------------|
| 12/4/19 | The curriculum facilitator will create an agenda template and meeting protocol for PLC meetings. | Complete 08/26/2019 | Ebony Summers | 08/31/2019 |
|---------|--|---------------------|---------------|------------|

Notes: This action is an effort to exit the school from TSI status.

| | | | | |
|---------|---|---------------------|---------------|------------|
| 12/4/19 | Grade level teams will create and follow an agenda for PLC meetings. The team will keep accurate minutes of PLC meetings as well as collaborative lesson plan meetings. | Complete 06/03/2020 | Ebony Summers | 06/20/2020 |
|---------|---|---------------------|---------------|------------|

Notes: This action is an effort to exit the school from TSI status.

| | | | | |
|---------|---|---------------------|------------------|------------|
| 12/4/19 | Using Title I funds, teachers will plan in grade level teams and vertical grade level teams for long range planning 3 times a year. | Complete 07/30/2020 | J. Kathy Acevedo | 06/30/2020 |
|---------|---|---------------------|------------------|------------|

Notes: This action is an effort to exit the school from TSI status.

| | | | | |
|---------|--|---------------------|---------------|------------|
| 9/11/17 | Sedgefield teachers will collaborate in weekly grade level PLC meetings. | Complete 05/28/2021 | Ebony Summers | 05/29/2021 |
|---------|--|---------------------|---------------|------------|

Notes: This action is an effort to exit the school from TSI status.

| | | | | |
|---------|---|---------------------|---------------|------------|
| 6/14/21 | Grade level Professional Learning Communities will use backwards design to ensure aligned units of study. | Complete 05/30/2023 | Ebony Summers | 06/14/2023 |
|---------|---|---------------------|---------------|------------|

Notes: This action is an effort to exit the school from TSI status.

| | | | | |
|---------|--|---------------------|--------------|------------|
| 1/17/23 | Create a formal communication protocol between the Leadership team and the MTSS team to ensure clear alignment of the MTSS implementation plan with the overall goals and action steps within the school improvement plan. | Complete 12/13/2023 | April Wilson | 12/31/2023 |
|---------|--|---------------------|--------------|------------|

| | | | | |
|------------------------|---|------------|---------------|------------|
| <i>Notes:</i> | | | | |
| 1/4/24 | Using Restart funds, teachers will plan in grade level teams and vertical grade level teams for long range planning 3 times a year. | | Ebony Summers | 05/31/2024 |
| <i>Notes:</i> | | | | |
| Implementation: | | 04/26/2018 | | |
| Evidence | 4/26/2018 | | | |
| Experience | 4/26/2018 | | | |
| Sustainability | 4/26/2018 | | | |

| | |
|-----------------------|--|
| 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 |
|--|---|--|-----------------------------------|-------------------------|-------------------|
| <i>Initial Assessment:</i> | | <p>The Curriculum Facilitator, Principal, and Assistant Principal meet together with teachers in weekly PLC meetings. They review current student data and provide feedback to teachers based on classroom needs/data.</p> <ul style="list-style-type: none"> mClass reading data NWEA reading and math data 3rd - 5th interim assessments in reading, math and science (5th) | Limited Development 08/09/2016 | | |
| How it will look when fully met: | | Feedback will be provided to teachers in a timely and specific manner. Teachers will receive feedback electronically or in person with an email for follow up. This will serve as evidence that this objective is met. | | J. Kathy Acevedo | 06/04/2024 |
| Actions | | | 4 of 5 (80%) | | |
| 9/11/17 | Principal, Assistant Principal, and CF will provide specific and timely feedback to teachers. | | Complete 05/31/2018 | Michele Simmons | 05/29/2018 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | |
| 3/2/20 | B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out. | | Complete 02/13/2020 | J. Kathy Acevedo | 02/28/2020 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | | |

| | | | | |
|--|--|---------------------|------------------|------------|
| 7/16/18 | The principal will compile regular reports based on classroom observations showing both aggregate areas of strengths and areas for improvement to provide feedback and improve instruction. | Complete 05/20/2021 | J. Kathy Acevedo | 05/30/2021 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | |
| 4/18/23 | FAM-S Priority Item 39: Data sources (NWEA and DIBLES) are used to evaluate the implementation and impact of MTSS at least annually. Outcomes are shared with stakeholders. Evaluation should occur across all areas, all tiers, all diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status). | Complete 05/09/2023 | Ebony Summers | 06/17/2023 |
| <i>Notes:</i> | | | | |
| 6/14/21 | B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out. | | J. Kathy Acevedo | 06/14/2024 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | |

| | |
|----------------------------|--|
| 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 |
|--|-----|-------|---|-----------------------|-------------|-------------|
|--|-----|-------|---|-----------------------|-------------|-------------|

| | | | | |
|---|--|---|-------------------------|-------------------|
| <p>Initial Assessment:</p> | <p><u>Implementation</u></p> <ul style="list-style-type: none"> Teachers selected students at risk academically as evidenced by attendance, failing grades and grade retention for additional tutoring after school on Mondays and Wednesdays. In-school small groups and in-class small groups work on student gaps in skills. <p><u>2022-2023</u></p> <ul style="list-style-type: none"> 3rd Grade plan to boost reading: Selected students on the proficiency bubble to receive after school tutoring; created review lessons that incorporated digital materials like those on the EOG <p><u>2021-2022</u></p> <ul style="list-style-type: none"> The principal and SIP team purchased supplies and materials with Title I funds to address gaps in the curriculum and student needs. The Number Worlds curriculum was purchased to provide interventions to Tier II and Tier III math students. Teachers have requested professional development in Zearn (a supplement to Core instruction in Eureka Math). Students will complete at least 4 Zearn lessons a week by the end of year. Teachers will have students participate in Amplify Reading platform for a minimum of 30 minutes per week (K-2) and 40 minutes a week (3rd - 5th). The Instructional Leadership Team monitors data reports and work with teachers to adapt instruction accordingly. | <p>Limited Development 08/09/2016</p> | | |
| <p>How it will look when fully met:</p> | <p>The Leadership Team regularly reviews school performance data and aggregated classroom observation data using standard protocols. The team uses that data to make decisions about school improvement and professional development needs. The Leadership Team also assess where there are strengths to be celebrated and weaknesses that need shoring up. Sedgefield Elementary School will exit TSI status.</p> | | <p>Rachel Holoman</p> | <p>06/04/2024</p> |
| <p>Actions</p> | | <p>7 of 9 (78%)</p> | | |
| | <p>10/22/21 Review and prepare materials from the MTSS Standard Treatment Protocol in Reading and Math with the Instructional Leadership Team.</p> | <p>Complete 10/15/2021</p> | <p>Dr. Rebecca Levy</p> | <p>11/01/2021</p> |
| <p><i>Notes:</i> This action is an effort to exit the school from TSI status.</p> | | | | |

| | | | | |
|---|--|---------------------|------------------|------------|
| 9/14/21 | The School Improvement/Leadership team will identify areas for professional development based on relevant data (discipline, attendance, academic). | Complete 04/08/2022 | Sara McCollum | 06/30/2022 |
| <i>Notes:</i> This action is an effort to exit the school from TSI status. | | | | |
| 9/30/22 | Using Title I funds, Sedgefield will employ a Multi-Classroom Leader to coach teachers, facilitate professional learning communities, and work with students in small groups. | Complete 08/16/2022 | J. Kathy Acevedo | 08/16/2022 |
| <i>Notes:</i> | | | | |
| 9/30/22 | Using Restart funds, Sedgefield Elementary will employ substitute teachers that will release teachers during the school day to analyze data and plan lessons for the quarter. | Complete 04/25/2023 | Heather Bowden | 05/31/2023 |
| <i>Notes:</i> | | | | |
| 3/14/23 | Create plan to boost 3rd grade reading achievement as measured by interim assessments and district data. | Complete 04/15/2023 | Heather Bowden | 06/01/2023 |
| <i>Notes:</i> | | | | |
| 3/14/24 | Use Restart budget flexibility in 2022-2023 to provide instructional resources in cooperative learning structures, flexible seating and reading. | Complete 06/01/2023 | J. Kathy Acevedo | 06/01/2023 |
| <i>Notes:</i> | | | | |
| 4/18/23 | FAM-S Priority Item 26: Plan Evaluation: ACROSS ALL TIERS, student progress specific to attendance, behavior, social/emotional, and academic goals are monitored (this includes progress towards IEP goals, DEP goals, LEP goals). | Complete 05/09/2023 | April Wilson | 06/14/2023 |
| <i>Notes:</i> Fall, Winter and Spring NWEA administered to assess math (K-5) and reading (3rd-5th) for academics. Behavior reports from Educator's Handbook (type of offense, time of day and grade level) shared at staff meetings. Attendance meetings held weekly. Social-Emotional progress not measured. | | | | |
| 3/14/24 | Using Restart budget flexibility in 2023-2024, Sedgefield Elementary will employ substitute teachers that will release teachers during the school day to analyze data and plan lessons for the quarter. | | Ebony Summers | 05/31/2024 |
| <i>Notes:</i> | | | | |
| 9/14/21 | FAM-S Priority Item (Data Evaluation) - Data sources are used to evaluate the implementation and impact of MTSS at least annually, the outcomes of which are shared with stakeholders. | | Heather Bowden | 06/14/2024 |

Notes: This action is an effort to exit the school from TSI status.

From FAM-S Tool:

Essential elements of MTSS communicated to staff include:

- Curriculum and instruction frameworks and support (e.g., reading, math, behavior, social-emotional learning)
- Assessment
- Multiple tiers of instruction and intervention (i.e., three-tiered instruction/intervention model)
- Data-based problem-solving

| Core Function: | | Dimension C - Professional Capacity | | | |
|---|---------|---|-----------------------------------|------------------|-------------|
| Effective Practice: | | Talent recruitment and retention | | | |
| KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. | Limited Development 08/09/2016 | | |
| <i>How it will look when fully met:</i> | | Highly qualified teachers are employed in all classrooms. Teachers receive external and internal professional coaching to support their professional growth. Members of the school staff participate in interviews for vacant positions. Early career educators receive a mentor and additional coaching in their first three years of teaching. Sedgfield will exit TSI status. | | J. Kathy Acevedo | 04/01/2025 |
| <i>Actions</i> | | | 3 of 4 (75%) | | |
| | 9/14/21 | Monitor classroom instruction to ensure students are engaged in quality tasks. | Complete 06/09/2022 | J. Kathy Acevedo | 06/30/2022 |
| <i>Notes:</i> | | | | | |
| | 9/14/21 | Teachers will receive formal feedback on instruction and teacher leadership activities. | Complete 06/09/2022 | Rachel Holoman | 06/30/2022 |
| <i>Notes:</i> | | | | | |

| | | | | |
|---|---|---------------------|----------------|------------|
| 10/19/22 | The principal will recognize an elected staff member each month as Staff of the Month. | Complete 02/06/2024 | Mindy Hathaway | 01/31/2024 |
| <i>Notes:</i> The principal will announce the teacher or staff member on the morning announcements, in Class Dojo and all social media. | | | | |
| 9/13/18 | New teachers and teachers new to Sedgefield will receive an orientation and monthly check-ins from a grade level representative, mentor and or member of the Instructional Leadership Team. | | Ebony Summers | 06/30/2024 |
| <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> | The School Improvement/Leadership team aligns resource allocation to Sedgefield instructional priorities. Progress towards full implementation of key indicators is planned through action steps that ensure money, time and human resources are aligned to district and school goals for academic, social-emotional, and behavioral success. | Limited Development 10/18/2023 | | |
|----------------------------|---|-----------------------------------|--|--|

| | | | | |
|---|---|--|---------------------------|-------------------|
| <i>How it will look when fully met:</i> | Sedgefield administration and staff equitably distribute resources by directing them to students with the greatest needs. When allocating resources, the school considers additional resource types beyond just funding such as support staff and services. Resource priorities are created with input from stakeholders. | | Katherine Bermudez | 06/08/2025 |
|---|---|--|---------------------------|-------------------|

| | | | | |
|----------------|--|---------------------|--|--|
| Actions | | 1 of 2 (50%) | | |
|----------------|--|---------------------|--|--|

| | | | | |
|----------|--|---------------------|---------------|------------|
| 10/18/23 | Within the 2023-24 school year, our school identified science achievement as a resource inequity. As a result, our school plans to mitigate this inequity by holding weekly targeted lesson planning sessions with the curriculum facilitator, teachers at other schools and district personnel. | Complete 04/04/2024 | Ebony Summers | 04/04/2024 |
|----------|--|---------------------|---------------|------------|

Notes:

| | | | | |
|----------|--|--|----------------|------------|
| 10/18/23 | The Instructional Leadership Team will ask teachers what resources and materials are necessary for them to enact the school's selected improvement strategies. | | Mindy Hathaway | 04/04/2025 |
|----------|--|--|----------------|------------|

Notes:

Core Function:

Dimension E - Families and Community

Effective Practice:

Family Engagement

| | KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
|--|-----|-------|--|-----------------------|-------------|-------------|
|--|-----|-------|--|-----------------------|-------------|-------------|

| | | | | |
|--|---|-----------------------------------|-----------------------|-------------------|
| <i>Initial Assessment:</i> | <p><u>Implementation</u></p> <ul style="list-style-type: none"> Parents and caregivers volunteer for field trips and attend student performances where children's learning is displayed. An Spanish-English language interpreter assists parents in communicating with teachers and staff about the school curriculum. <p><u>2022 - 2023</u></p> <ul style="list-style-type: none"> March 3, 2023: Biscuits and Books - each child received a free book of their choice to read with parents/caregivers during a hot breakfast April 5, 2023: End-of-Grade Information Night - parents received released items of the EOG to experience taking the exam with students. <p><u>2021 - 2022 School Year</u></p> <ul style="list-style-type: none"> Restrictions with COVID have limited the ways the school usually interacts with parents and families. In-person, large gatherings are prohibited. We have modified events. Parent-teacher conferences are held online or via telephone. Social worker has made visits to students who have poor attendance. The attendance team held an engagement week and quarterly awareness events to encourage healthy attendance. Parents invited to Biscuits and Books event and Book Fair to encourage reading at home. | Limited Development 08/09/2016 | | |
| <i>How it will look when fully met:</i> | Sedgefield regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). The school has a council of parents to provide input and support to school improvement efforts. These actions are an effort to exit the school from TSI status. | | Shemonon Stone | 06/04/2025 |
| Actions | | 7 of 8 (88%) | | |
| 10/26/21 | Create a survey to assess parent and community interest in volunteering at Sedgefield. | Complete 08/31/2021 | Meaghan Simmons | 09/21/2021 |
| <i>Notes:</i> This action is an effort to exit school out of TSI-TA designation. | | | | |

| | | | | |
|--|--|---------------------|------------------|------------|
| 5/18/21 | The Attendance and Engagement Team led by the social worker will create attendance intervention plans with families. | Complete 05/18/2022 | Jeff Ross | 06/30/2022 |
| <i>Notes:</i> | | | | |
| 9/13/18 | Sedgefield will use Title I funds to purchase supplies and materials that will help parents/guardians know what they can do at home to support their children's learning (e.g. Take Home Activities, Study Aids, Books). Funds will also be used for food at family learning events (e.g. Biscuits & Books, Reading/Math Nights and book fairs). | Complete 04/13/2022 | J. Kathy Acevedo | 06/30/2022 |
| <i>Notes:</i> | | | | |
| 9/13/16 | Teachers will hold parent/teacher conferences for the first and third quarters. | Complete 03/24/2022 | Mary Kivett | 06/30/2022 |
| <i>Notes:</i> | | | | |
| 9/13/18 | Implement a school-wide parent - school communication system (Class Dojo) to communicate with parents/guardians about expectations and the importance of the curriculum of the home (what parents can do at home to support their children's learning.) | Complete 09/23/2021 | Jeff Ross | 06/30/2022 |
| <i>Notes:</i> School-wide system with common objectives. | | | | |
| 12/4/19 | Using Title I funds, staff will work with parents and community members to integrate school curriculum at home with special events (e.g. Reading Night, STEAM Night, EOG Information Night, etc.) | Complete 04/13/2022 | Meaghan Simmons | 07/01/2022 |
| <i>Notes:</i> This year SES hosted a Science Curriculum Day and a Standardized Testing Workshop. | | | | |
| 9/8/22 | Using Title I funds, Sedgefield will buy educational resources for parents and caregivers that can be used at home to support reading, math and science learning. | Complete 04/06/2023 | Jada Ferguson | 04/28/2023 |
| <i>Notes:</i> | | | | |
| 9/13/18 | Increase parent leadership and volunteerism in the school community through the SIP Action Team - Parent and Community Engagement. | | Shanique Levy | 06/30/2025 |
| <i>Notes:</i> | | | | |