

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 2025, Sedgefield Elementary will increase the school performance composite from 36.6% to 39.6%.

By June 2025, Sedgefield Elementary will increase its overall reading composite from 28.8% to 31.8%.

By June 2025, Sedgefield Elementary will increase its overall math composite from 41.3% to 44.3%.

By June 2025, Sedgefield Elementary will increase its overall science composite from 47% to 50%.

By June 2025, Sedgefield Elementary will reduce the number of lost instructional days resulting from discipline referrals from 7 days to 6 days.

By June 2025, Sedgefield Elementary will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 32.7% to 27.7%.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet at least 90 minutes a week to collaborate on lesson planning. An additional 45 minutes a week is used to analyze student data and make adjustments to instruction.	Limited Development 09/30/2024		
<i>How it will look when fully met:</i>		Instructional Teams meet for blocks of time (4-to-6-hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.		J. Kathy Acevedo	05/31/2026
Actions			0 of 2 (0%)		
9/30/24	Priority FAM-S Item 16: Create a system of interventions using a standard treatment protocol that ensures that all students who struggle receive additional time and support for learning in ways that do not remove them from new direct instruction, regardless of the teacher to whom they have been assigned.			Rachel Holoman	06/13/2025
<i>Notes:</i> 16 Processes/procedures and decision-rules are established for data-based problem-solving at each tier.					
9/30/24	Priority FAMS Item 16: Parallel scheduling: Grade-level teachers have a common planning time by assigning specialists (e.g., art, music, etc.) to work with students within the entire grade at the same time, with the grade-level team then designating one day each week for collaborative, rather than individual, planning.			Ebony Summers	06/14/2025
<i>Notes:</i> Fam-S Priority Item 16 (Building Capacity) - Processes/procedures and decision-rules are established for data-based problem-solving at each tier.					

	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
Initial Assessment:		<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. The Instructional Leadership Team meets weekly to review agenda items and data for grade level PLCs. The School Improvement Team/Leadership meets monthly on the second Tuesday of each month at 2:30pm. 		Limited Development 08/03/2016		
How it will look when fully met:		The Sedgefield 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. Sedgefield Elementary will exit TSI status.			J. Kathy Acevedo	06/30/2026
Actions				8 of 9 (89%)		
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	
<p><i>Notes:</i> This action is an effort to exit the school from TSI status.</p> <p>Meetings will be held on Fridays from 12-1pm.</p>						
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	
<p><i>Notes:</i> This action is an effort to exit the school from TSI status.</p>						
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	
<p><i>Notes:</i></p>						
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	

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

Specific instruction/intervention plans may be found in the district/school core matrix and intervention matrix. Plans should include the following information:

- 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
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Notes:

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
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Notes:

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
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Notes:

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.	Complete 06/14/2024	Kimberly Rhodes	06/14/2024
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Notes: This action is an effort to exit the school from TSI status.

7/30/24	Using Restart funds to pay Multi-Classroom Leaders, MCLs will work with the administration and curriculum facilitator as a part of the Instructional Leadership Team and will meet at least twice a month to discuss data collected through walkthroughs, interims and common formative assessments.		Ebony Summers	06/04/2025
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Notes:

	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		
<i>How it will look when fully met:</i>		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	05/31/2026
Actions				7 of 8 (88%)		
	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
		<i>Notes:</i> 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
		<i>Notes:</i> 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
		<i>Notes:</i> 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
		<i>Notes:</i> 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
		<i>Notes:</i> 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.		Complete 06/14/2024	Ebony Summers	05/31/2024
		<i>Notes:</i>				
	7/30/24	Using Title I funds, the school will employ a technology assistant to provide instruction during specials to allow teachers to collaboratively plan each week for 90 minutes.			Sara McCollum	05/31/2025

Notes:

Implementation:		04/26/2018		
<i>Evidence</i>	4/26/2018			
<i>Experience</i>	4/26/2018			
<i>Sustainability</i>	4/26/2018			

Core Function: Domain 1: Turnaround Leadership

Effective Practice: Practice 1B: Monitor short-and long-term goals

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		
<i>How it will look when fully met:</i>		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	06/04/2026
Actions			5 of 7 (71%)		
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.	Complete 06/14/2024	J. Kathy Acevedo	06/14/2024	
<i>Notes:</i> This action is an effort to exit the school from TSI status.					
9/30/24	Use Restart funds to employ a full-release Multi-Classroom Leader who will conduct learning walks with the principal to note trends and needs for professional development.		Heather Bowden	05/30/2025	
<i>Notes:</i>					
7/30/24	The principal will focus walkthroughs on pacing and explicit small group teaching for the first quarter.		J. Kathy Acevedo	11/30/2025	
<i>Notes:</i>					
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
Initial Assessment:		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		
How it will look when fully met:		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	06/08/2026
Actions			1 of 3 (33%)		
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:

10/11/24 Within the 2024-2025 school year, our school identified professional development to support the needs of students in TSI-targeted subgroups as a resource inequity. As a result, our school plans to mitigate this inequity by providing training to support increased math and reading proficiency for English Learners and Exceptional Children.

Ebony Summers

06/01/2025

Notes: This is an action to help exit TSI status.

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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. Sedgelyield will exit TSI status.		J. Kathy Acevedo	04/01/2026
<i>Actions</i>			4 of 5 (80%)		
	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.	Complete 06/05/2024	Ebony Summers	06/30/2024
<i>Notes:</i>				
7/30/24	The Leadership team will use the results of the Teachers' Working Conditions Survey to retain teachers.		April Wilson	05/30/2025
<i>Notes:</i>				

Core Function:	Domain 2: Talent Development
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Effective Practice:	Practice 2B: Target professional learning opportunities
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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
<i>Initial Assessment:</i>		<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 The principal provides the staff and principal supervisor with a formal review of current data at least three times a year. 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. 	Limited Development 08/09/2016		
<i>How it will look when fully met:</i>		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.		Rachel Holoman	06/04/2025
Actions			9 of 12 (75%)		
10/22/21		Review and prepare materials from the MTSS Standard Treatment Protocol in Reading and Math with the Instructional Leadership Team.	Complete 10/15/2021	Dr. Rebecca Levy	11/01/2021
<i>Notes:</i> This action is an effort to exit the school from TSI status.					

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.	Complete 05/31/2024	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.	Complete 06/06/2024	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

7/30/24 Using Title I and Restart funds in 2024-2025, Sedgefield will employ a Multi-Classroom Leader to review data with second and third grade teachers.

Heather Bowden

05/30/2025

Notes:

10/22/24 The school Attendance team will review absences for the school on a weekly basis and use the information gained to put interventions in place.

Kate Kitchens

06/04/2025

Notes:

10/22/24 The school leadership team will review discipline, attendance and achievement data at least monthly with the general staff.

Sara McCollum

06/04/2025

Notes:

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3A: Diagnose and respond to student learning needs

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
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Initial Assessment:

- 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.
- Progress monitoring data is recorded in a shared Google spreadsheet for all instructional staff to review.
- Parents receive updates on progress on Tier I, II and III, at least quarterly.
- 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 occurred in March.

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.		Rachel Holoman	06/04/2026
Actions		9 of 11 (82%)		
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.	Complete 06/05/2024	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.	Complete 06/04/2024	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.

7/30/24	Provide training to all classroom teachers in providing instruction at the three tiers.		Rachel Holoman	04/04/2025
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Notes:

9/25/24	Within the 2024-2025 school year, Sedgfield Elementary will implement the following evidence-based interventions to increase overall student performance: One EC staff member will receive training in Wilson Reading. Follow up coaching will occur throughout the 2024-25 school year.		Mindy Hathaway	05/31/2025
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Notes: This action is in an effort to exit TSI status.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Implementation</p> <ul style="list-style-type: none"> • 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. <p><u>2021-2022</u></p> <ul style="list-style-type: none"> • 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. <p>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.</p>	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>			J. Kathy Acevedo	06/02/2025
Actions			9 of 11 (82%)		
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 Sedgfield'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. Sedgfield 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.				
10/22/24	All instructional staff will create a class in Class Dojo to communicate school events and student behavior to parents and guardians.	Complete 11/04/2024	Katherine Bermudez	11/01/2024
<i>Notes:</i>				
10/22/24	Send two members of the Leadership team to take the professional development course Restorative Practices for Educators in order to explore the use of techniques in addition to PBIS.		Shemonon Stone	01/31/2025
<i>Notes:</i>				
5/23/24	Teachers will use explicit instruction for schoolwide behavior expectations and classroom rules, routines/procedures (e.g., classroom management) in the first weeks of school, after winter and spring breaks and before monthly PBIS celebrations.		Warren Washington	05/31/2025

Notes:

Implementation:		02/02/2019		
Evidence	7/16/2018 Survey Responses - Staff Training https://docs.google.com/spreadsheets/d/1PpOKOR4WrjyOYQBHvmZLtFiFAw7W0CvtJ9ciB7WYwM/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 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.			

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> 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 and EC teams 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. With the assistance of internal and external coaches, each teacher is working on increasing the amount and quality of student discourse. Posters with discourse question stems are posted in each classroom. 	Limited Development 08/09/2016		
<i>How it will look when fully met:</i>		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.		Sara Davis	06/30/2026
Actions			7 of 8 (88%)		
	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.				
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				
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.				
9/4/19	Early career educators in years 0-3 and educators new to Sedgefield 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
<i>Notes:</i> 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
<i>Notes:</i>				
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.	Complete 05/09/2024	Ebony Summers	05/31/2024
<i>Notes:</i>				
7/30/24	Teachers and support staff will meet weekly to create and/or adapt lessons that are aligned with the standards.		Ebony Summers	05/31/2025
<i>Notes:</i>				

A2.18		ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers have received training in cooperative learning structures from Kagan. Professional development continues through staff meetings and Professional Learning Communities.	Limited Development 09/30/2024		
<i>How it will look when fully met:</i>		Teachers will provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency.		Ardeanna Wideman	05/31/2025
Actions			0 of 1 (0%)		
9/30/24	FAMS Priority Item 33: Teachers will provide cooperative learning opportunities using Kagan structures that require a small group of learners to raise questions about a topic, work together to seek answers to these questions, and then synthesize their findings into meaningful summaries.		Katherine Bermudez	06/30/2025	
<i>Notes:</i> Priority FAMS Item 33: Supplemental behavior and social-emotional practices exist that are defined schoolwide or across grade levels/spans by essential components of instruction, curriculum and environment (ICE). SEL practice: cooperative learning.					

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
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 5th graders visit 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 Ben L. Smith 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	

Notes: 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

Notes: 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

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

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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>		<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. All classes receive bi-monthly guidance lessons from the School Counselor that focus on character development and social-emotional learning. 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	06/30/2026
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

Notes: 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

Notes: 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

06/30/2026

Notes: 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

06/30/2026

Notes:

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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>		<ul style="list-style-type: none"> Parents and caregivers volunteer for field trips and attend student performances where children's learning is displayed. A Spanish-English language interpreter assists parents in communicating with teachers and staff about the school curriculum. The school hosts Biscuits and Books annually. Each child received a free book of their choice to read with parents/caregivers during a hot breakfast End-of-Grade Information Night is held for parents of third, fourth and fifth graders - parents received released items of the EOG to experience taking the exam with students. Family Science Night is an annual opportunity to work conduct engaging science experiments in the classroom with parents and siblings. 	Limited Development 08/09/2016		
<i>How it will look when fully met:</i>		<p>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.</p> <p>FAM-S Priority Item 20 The infrastructure exists to support the school's goals for family and community engagement in MTSS.</p> <p>These actions are an effort to exit the school from TSI status.</p>		Shemonon Stone	06/04/2025
Actions			7 of 12 (58%)		
	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>				
9/13/16	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.				
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>				
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>				
9/30/24	Using Title I funds, purchase food for families of 3rd-5th graders who attend an informational night on End of Grade testing,		Sara McCollum	03/30/2025
<i>Notes:</i>				
9/30/24	Using Title I funds, provide parents with training on the importance of encouraging their children to read regularly and provide grade appropriate books to parents.		Elinor Hiltz	04/30/2025
<i>Notes:</i> Biscuits and Books Family engagement event.				
9/30/24	FAM-S Priority Item 20: Communicate routinely with news on how the students are doing, not just when they are having problems.		Shemonon Stone	05/20/2025

Notes: FAM-S Priority Item 20: The infrastructure exists to support the school's goals for family and community engagement in MTSS.

9/30/24 Using Title I funds, purchase individual science kits for each student that will encourage an interest in the science curriculum and be used during Family Science Night.

April Wilson

05/30/2025

Notes:

9/13/18 FAM-S Priority Item 20: Meet face-to-face with each family at the beginning and middle of the school year.

Shanique Levy

06/30/2025

Notes: FAM S Priority Item 20 (Communication and Collaboration): The infrastructure exists to support the school's goals for family and community engagement in MTSS.