

Comprehensive Progress Report

Mission: At Sedgefield Elementary, we teach students to think critically, value and respect differences, believe in their ability to grow, and build strong relationships with others so they can learn, lead, and succeed together.

Vision: Sedgefield Elementary will be a place where every student will think deeply, celebrate differences, grow by trying new things, and build strong, caring relationships.

Goals:

Guilford Guarantee: By June 2026, Sedgefield Elementary will increase student awareness and excitement about career pathways by embedding career exploration activities into instructional units in grades K–5, resulting in 100% of students completing a career interest reflection and participating in at least two career exposure events, as measured by teacher documentation and student artifacts.

Strong Academics: By June 2026, Sedgefield Elementary will improve literacy proficiency across all grade levels by implementing consistent, standards-aligned, tiered literacy instruction and progress monitoring, resulting in a 5% increase as measured by benchmark and state assessment data.

FAM-S Item 9 – Professional Development and Coaching on Assessments and Data Use By June 2026, Sedgefield Elementary will score Optimizing on the FAM-S by implementing a comprehensive system of professional development and coaching that strengthens teacher capacity in administering assessments, interpreting data, and applying results to guide instruction.



! = Past Due Objectives KEY = Key Indicator

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>FAM-S Item 9 – Professional Development and Coaching on Assessments and Data Use</p> <p>Sedgefield has an Instructional Leadership Team comprised of the principal, assistant principal, and teacher leaders. The team conducts individual and group walkthroughs to see teaching and learning in action. Teachers receive specific feedback in a timely manner by note or in-person. The data collected during walks is tracked for the team to identify trends and adjust PLCs and professional development.</p>	Limited Development 09/18/2025														
<i>How it will look when fully met:</i>		<p>Upon full implementation of this objective, Sedgefield will have evidence of the following:</p> <table border="0"> <tr> <td>Artifact</td> <td>Frequency</td> </tr> <tr> <td>PD Agendas, Sign-in Sheets, Exit Tickets</td> <td>Quarterly</td> </tr> <tr> <td>PLC Data Logs & Instructional Adjustments</td> <td>Monthly</td> </tr> <tr> <td>Walkthrough & Coaching Logs</td> <td>Bi-weekly</td> </tr> <tr> <td>Tiered Intervention Plans & Group Rosters</td> <td>Quarterly</td> </tr> <tr> <td>Student Achievement Growth</td> <td>BOY/MOY/EOY</td> </tr> </table>	Artifact	Frequency	PD Agendas, Sign-in Sheets, Exit Tickets	Quarterly	PLC Data Logs & Instructional Adjustments	Monthly	Walkthrough & Coaching Logs	Bi-weekly	Tiered Intervention Plans & Group Rosters	Quarterly	Student Achievement Growth	BOY/MOY/EOY		J. Kathy Acevedo	06/30/2026
Artifact	Frequency																
PD Agendas, Sign-in Sheets, Exit Tickets	Quarterly																
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Tiered Intervention Plans & Group Rosters	Quarterly																
Student Achievement Growth	BOY/MOY/EOY																
Actions			2 of 7 (29%)														
9/30/25	B3.03 - Restart and Title I funds will be used to purchase the supplements (or position) of an MCL (or EIT) in Math (or ELA, etc.) - (2024-2025)		Complete 08/26/2024	J. Kathy Acevedo	08/25/2024												
<i>Notes:</i>																	
10/2/25	Employ a Multi-Classroom Leader with Title I and Restart funds to provide coaching, modeling, and support for teachers in grades 3–5.		Complete 08/25/2025	J. Kathy Acevedo	08/25/2025												
<i>Notes:</i>																	

9/18/25	Quarterly training sessions for all instructional staff on how to administer and analyze DIBELS, MAP, GCS Interim Assessments, and classroom CFAs.		Ebony Summers	06/30/2026
<i>Notes:</i>				
9/18/25	Focus on data triangulation (benchmark, formative, observational) and using results to form and adjust small groups.		T. Mitchell (Data Coach)	06/30/2026
<i>Notes:</i>				
9/18/25	MCLs and Coaches employed with Title I and Restart funds will facilitate monthly data deep dives during PLCs using standardized tools (e.g., data protocol sheets, heat maps, progress trackers).		Sara Davis	06/30/2026
<i>Notes:</i>				
9/18/25	Teams will identify strengths/gaps and adjust Tier 1, Tier 2, and Tier 3 instruction.		Terran Harris	06/30/2026
<i>Notes:</i>				
9/18/25	Admin and coaches will conduct monthly walkthroughs as a group targeting how assessment data is being used to drive instruction (e.g., small group formation, strategy targeting, question stems).		Lakisha Graham	06/30/2026
<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:			Sedgefield has clearly stated improvement goals and strategies so that resources can be aligned sufficiently and appropriately. The principal acquires and allocates personnel and instructional resources to meet improvement goals. One of the key tasks of a school leader. Title I and Restart funds are allocated according to the school's instructional needs and school improvement plan.	Limited Development 09/18/2025		
How it will look when fully met:			Resources (budget, time, staffing) will be tightly aligned to Sedgefield's instructional goals—especially around literacy, intervention, data-driven instruction, and equitable support for all learners. The ILT, SIT, and finance/data managers in will conduct an audit summary report and adjust resource allocation recommendations.		Terran Harris	06/30/2026
Actions				4 of 5 (80%)		
	9/18/25	Prioritize Time in the Master Schedule for Core Instruction & Data Cycles: Reallocate time in the daily master schedule to prioritize: Protected Tier 1 instruction blocks (ELA/Math) Intervention/enrichment periods (MTSS) Regular PLC and data-driven planning time Ensure support staff and interventionists are scheduled to maximize impact based on student needs and data (e.g., lowest proficiency bands by grade level).	Complete 08/25/2025	Terran Harris	08/25/2005	
<i>Notes:</i>						
	9/18/25	Title I and Restart funds are used to fund Multi-classroom Leaders in 3rd, 4th and 5th grade that will increase student achievement.	Complete 08/18/2025	J. Kathy Acevedo	08/18/2025	
<i>Notes:</i>						
	9/18/25	Require budget line-item justifications (Title I, PD funds, grants) to reference SIP instructional priorities.	Complete 09/18/2025	J. Kathy Acevedo	09/18/2025	
<i>Notes:</i>						
	10/2/25	Using Restart funds, hire a Technology Assistant with Title I funds to deliver technology-based specials and create an additional planning block for teachers to engage in collaborative PLCs.	Complete 09/25/2025	Terran Harris	09/25/2025	

Notes:

9/18/25 Conduct a Mid-Year Resource Alignment Audit to review the school improvement plan (SIP), Title I/Restart budget, and staffing allocations that assesses alignment to current instructional priorities (e.g., literacy goals, intervention supports, PD needs).

Melissa Mervin,
Treasurer

02/28/2026

Notes:

Core Function: Domain 2: Talent Development

Effective Practice: Practice 2B: Target professional learning opportunities

	A3.03	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(5112)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>	The principal and school leadership team review resources necessary to carry out instruction successfully,	Limited Development 10/02/2025		
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<i>How it will look when fully met:</i>	<p>When this indicator is fully implemented, Sedgefield Elementary will have strategically purchased instructional supplies and materials using Title I funds to directly support student achievement in reading, math, and science. Classrooms will be fully equipped with leveled texts, math manipulatives, decodable readers, and technology supports (headphones, devices, software) to ensure access for all learners, including English language learners and exceptional children.</p> <p>Materials purchased will not only support daily instruction but also family engagement initiatives. For example, Science Family Night will be supplied with hands-on STEM kits, experiment materials, and bilingual parent guides so families can actively engage in their child’s learning. Parents will leave events with take-home science activity bags and informational resources that extend learning into the home.</p>		Catherine Leonard-Sidden	06/30/2026
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Actions	0 of 1 (0%)		
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10/2/25 Use Title I funds to purchase science supplies to support the integration of the new science and engineering practices.

Catherine Leonard-Sidden

02/28/2026

Notes:

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

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>	<p>Instructional Teams routinely collaborate to design, review, and refine units of instruction that are fully aligned to the North Carolina Standard Course of Study for each subject and grade level. These units reflect evidence-based instructional strategies, clearly articulated learning targets, high-quality formative assessments, and embedded supports for diverse learners, including English Language Learners and students with IEPs.</p> <p>Instructional leaders and coaches provide planning protocols, exemplars, and just-in-time PD, reinforcing the expectation that rigorous instruction must be grounded in aligned, well-developed units of study. Over time, instructional delivery will become more coherent, scaffolded, and responsive to student needs, leading to measurable gains in achievement.</p>	Limited Development 09/16/2025			
<i>How it will look when fully met:</i>	<p>The school will have a clearly established, collaborative team structure in place, composed of teachers across grade levels and content areas. Each team will meet consistently during protected, scheduled times built into the master calendar, specifically for instructional planning, data analysis, and progress monitoring. These teams will function with defined roles and responsibilities (e.g., facilitator, recorder, data analyst) and will work toward shared academic goals. The urgency of instructional improvement will be evident in the way teams analyze student data, revise lesson plans in real time, and adjust tiered supports based on outcomes. Meeting norms and protocols will guide the work, and documentation will reflect alignment to school improvement priorities.</p> <p>Evidence & Data to Determine Full Implementation To determine that the objective has been fully met, the following evidence and data sources will be used:</p> <p>Quantitative & Qualitative Data</p> <ul style="list-style-type: none"> • Team Meeting Logs & Agendas: Consistently show a focus on standards-aligned planning, data discussion, and progress monitoring tied to specific student needs. • Observation of Team Time: Walkthroughs or informal check-ins reveal active engagement in planning, with leadership (e.g., MCLs, CFs, Admin) supporting the work. 		Sara Davis	06/30/2026	

Products of Planning:

- Common Formative Assessments (CFAs)
- Tiered small group plans
- Adjusted lesson plans based on data
- Instructional Schedules: Show protected time for team planning (minimum weekly).
- Teacher Feedback (via surveys or plus/delta forms): Reflects that team time is effective, relevant, and connected to instructional priorities.

Resources Utilized

- Schoolwide instructional planning templates
- Shared data discussion protocols
- District pacing guides and NC Standard Course of Study
- CFA data platforms (e.g., SchoolNet, NWEA, etc.)
- Professional development on team facilitation and data cycles

Actions		0 of 3 (0%)		
9/18/25	Host a African-American Wax Museum where students in 2nd - 5th grade research individuals of note and write a speech to be performed for parents and other students.		Makalah Cobb	03/31/2026
<i>Notes:</i>				
9/16/25	Guilford Guarantee: Sedgefield Elementary will increase student awareness and excitement about career pathways by embedding career exploration activities into instructional units and transitional experiences in grades K–5, resulting in 100% of students completing a career interest reflection and participating in at least two career exposure events.		Ardeanna Wideman	06/30/2026
<i>Notes:</i>				

9/16/25	<p>Guilford Guarantee: Career Spotlight Week” Integrated into Grade-Level Units</p> <p>Each quarter, instructional teams will design one career-themed lesson or unit connected to grade-level standards (e.g., community helpers in K, engineers in 3rd, scientists in 5th).</p> <p>Students will read texts, solve real-world problems, and complete projects tied to a career field.</p> <p>Reflections will be submitted in writing or drawings for a hallway gallery.</p>		Ebony Summers	06/30/2026
<i>Notes:</i>				
	A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To
Initial Assessment:	Sedgefield students receive daily instruction in reading, literacy across the content areas (math, science and social studies), and both grade level small groups and small group instruction for intervention and/or enrichment. Students are assessed three times a year on NWEA, district interim assessments, and DIBELS. Data from these assessments and weekly common formative assessments are used to group students according to their instructional needs. Sedgefield has implemented a year-long plan to increase reading proficiency and enjoyment called "Tigers READ to ROAR!"	Limited Development 09/18/2025		
How it will look when fully met:	Teachers will employ four basic but critical elements of learning to expand their students’ knowledge and skill bases: rich reading, writing, memorization, and vocabulary. While these are all independent tasks, they will be interrelated as well, and their complementary nature will help students learn more deeply and effectively.		J. Kathy Acevedo	06/30/2026
Actions		0 of 3 (0%)		
9/18/25	Strong Academics: Implement daily structured phonemic awareness and phonics routines using research-based programs (e.g., UFLI and Morpheme Magic), followed by targeted small-group instruction aligned to DIBELS progress monitoring data.		Meaghan Simmons	06/30/2026
<i>Notes:</i>				

9/18/25	Strong Academics: Launch “Fluency Friday” and TIGERS Annotation” routines to build fluency and comprehension through repeated reading, expressive reading, and evidence-based annotations in fiction and nonfiction.		Sara McCollum	06/30/2026
<i>Notes:</i>				
9/18/25	Strong Academics: Implement a weekly T.I.G.E.R.S. annotation protocol using grade-level complex texts, aligned to NC ELA standards and EOG question stems. Instructional teams will embed close reading, vocabulary acquisition, and written response strategies into weekly lesson plans.		Sara Davis	06/30/2026
<i>Notes:</i>				

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>		The school leadership team readies a list of materials needed for the school to effectively support family engagement in student learning.	Limited Development 10/02/2025		
<i>How it will look when fully met:</i>		<p>When this indicator is fully implemented, Sedgefield Elementary will consistently use Title I funds to provide parents with practical supplies and materials that extend learning beyond the classroom and build strong school–home partnerships. Families will regularly receive bilingual literacy and math kits, take-home activity bags, manipulatives, practice workbooks, and grade-level guides that align with the North Carolina Standard Course of Study.</p> <p>Parent workshops and family engagement events, such as Literacy Nights, Math Nights, and Science Family Night, will be equipped with hands-on resources and informational packets so families can engage directly in their children’s learning. Parents will leave with tools, materials, and step-by-step guides to reinforce skills at home.</p>		Terran Harris	06/30/2026
Actions			0 of 1 (0%)		
10/2/25		Use Title I funding for parent supplies and materials to provide workshop supplies and science kits (binders, handouts, manipulatives, practice packets) for parent nights.		Raphael Davis	05/30/2026

Notes: