

Comprehensive Progress Report

Mission:

Our mission at Sedgefield Montessori Elementary School is to facilitate the process that Dr. Montessori called “normalization” in order to allow the child to self-construct the true human personality and possess clarity of vision that will allow them to be able to direct and to mold the future of humankind.

Vision:

Sedgefield Montessori Elementary School’s vision is to apply the principles developed by Dr. Maria Montessori to create and sustain a safe, supportive environment that offers rich opportunities to meet the academic, emotional, physical, spiritual, and social needs of each child, and in which our children can become independent, responsible, contributing members of the world community while giving them the freedom to explore, cooperate, create, and become life-long learners.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 92% in SY2024-25 to 95% in SY2025-26. (Aligns to CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-6 will increase from 59.7% in SY2024-25 to 70% in SY2025-26. (Aligns to CMS Goal 2)

100% of classroom teachers will implement a morning meeting each day incorporating SEL lessons and Positive Discipline strategies. (Aligns to CMS Guardrail 3)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (Aligns to CMS Guardrail 4)

The percent of lowest performing subgroups scoring Grade Level Proficient (GLP), on the reading End of Grade assessments in grade 4 will increase from 50% in SY 2024-25 to 60% in SY 2025-26. (Aligns to A4.01 and CMS Guardrail 1)

The number of OSS/ISS incidents will remain under 5 in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)



! = 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>			2024-2025 Narrative of Current Implementation:	Limited Development 07/29/2024		

Unofficial 2024-2025 EOG Data indicates 78% of students achieved GLP and 57.2% of students achieved CCR as a composite score for all grades and tested areas. Students made significant growth in grades 4 and 6 in reading according to the EOG and in all EOG grade levels in math. Students in grades K-2 showed 92% mastery in foundational reading skills according to DIBELS.

Successes

The principal and assistant principal provided required formal observations and feedback to all teachers as well as informal walkthrough observations. The admin team met weekly to prioritize classrooms needing support and to calibrate for coaching purposes.

The school's Grade level leads for Primary, Lower and Upper provided ongoing support, coaching and feedback to teachers throughout the school year.

The primary lead provided CORE support to Kindergarten teachers modeling the explicit teaching of foundational reading skills for classroom teachers on a daily basis. Primary teachers shared strategies and resources related to teaching foundational reading skills in a high fidelity Montessori classroom during weekly PPLC planning. The percentage of Kindergarten students demonstrating mastery according to DIBELS grew from 89% in 23-24 to 96% in 24-25.

In Lower elementary, (grades 1-3) the focus was on providing regular, explicit foundational reading skills (grades 1 & 2) and standards aligned instruction for reading comprehension and math (grade 3) using Montessori materials. The percentage of first grade students demonstrating mastery according to DIBELS grew from 86% in 23-24 to 91% in 24-25. Students in third grade increased GLP in math by 4.8 % points as measured by the reading EOG.

In Upper Elementary (grades 4-6) the focus was on providing standards aligned instruction using Montessori materials with high levels of depth and complexity. Students in 4th grade increased from 65.6% GLP to 71.9% GLP as measured by the math EOG, and from 34.4% CCR to 54.5% CCR as measured by the math EOG. Students in 5th grade increased from 74.6% GLP to 75.9% GLP as measured by the math EOG, and from 47.5% CCR to 63% CCR as measured by the math EOG. Students in 6th grade increased from 68.2% GLP to 81.8% GLP as measured by the math EOG, and from 38.6% CCR to 47.7% CCR as measured by the math EOG. Students in 4th grade increased from 65.6% GLP to 80.7% GLP as measured by the reading EOG, and from

49.2% CCR to 68.4% CCR as measured by the reading EOG. Students in 6th grade increased from 75% GLP to 79.5% GLP as measured by the reading EOG, and from 36.4% CCR to 56.8% CCR as measured by the reading EOG.

Challenges

Students in grade 3 moved from 82% GLP to 78.9% GLP, and from 57.4% CCR to 52.6% CCR in reading comprehension according to the reading EOG. Areas to support teachers include building reading stamina through direct instruction via regular book club/ novel study experiences and PD on increasing depth and complexity of assigned work. Students in grade 3 moved from 63.9% CCR to 50% CCR in math according to the math EOG. Areas to support teachers include aligning Montessori lessons and independent work to the higher depth of knowledge sections of the NC state standards.

2023-2024 Narrative of Current Implementation:

Unofficial 2023-2024 EOG data for 3rd grade ELA indicates 63.6 % of Black students and 40% of Hispanic students performed at a level 3/4/5, grade level proficient (GLP), and 9.1% of Black students and 20% of Hispanic students performed at the College and Career ready level (CCR). Overall 3rd grade ELA performance data resulted in 82% of students scoring grade level proficient and 57.4% scoring college and career ready. DIBELS shows 94% of third graders scoring at or above benchmark per their composite score, with 82% of Hispanic and African American students scoring at or above benchmark. The INSIGHT survey results show that 67% of teachers feel they get enough feedback on their instructional practice. Other data to consider: Grade level agendas, teacher observations, and classroom walkthroughs. Limited Development

09/09/2022

Successes during the 2023-2024 school year are highlighted through the application of RELAY resources and strategies during individual coaching sessions and through data meetings and practice clinics during PLC times. The admin team received Get Better Faster training throughout the year. Aspects of this training were directly applied to individual teachers and to PLC planning sessions. All teachers received feedback through the state teacher observation process and professional development plan. All formal evaluations, pre and post meetings, and feedback sessions were delivered on time. CORE Action walks were conducted by the admin team on a monthly basis

for calibration purposes. Challenges during the 2023-2024 school year include providing consistent informal feedback and coaching for classroom teachers. Opportunities for the 2024-2025 school year include a partnership with the Teacher-Leader program and strategic hiring to increase feedback on instruction for teachers at all levels with the addition of MCL coaches trained in the Get Better Faster program. Each level, Upper, Lower, and Primary will have a dedicated coach who will spend 90% of time coaching and providing specific feedback to classroom teachers using the Get Better Faster model.

How it will look when fully met:

When fully implemented all teachers will receive weekly informal feedback on their instruction in addition to formal observations aligned to the schedule set by NCDPI. The principal and admin team will regularly visit classrooms and utilize a targeted instrument to monitor student engagement and use of instructional time. Administrators will actively participate in PLC meetings and help to maintain the focus on student learning.

Jennifer Moore

06/30/2026

Actions

0 of 2 (0%)

7/29/24

The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 3)

Jennifer Moore

06/30/2026

Notes:

7/29/24

The principal will develop a tiered coaching plan based on EVAAS data to provide coaching, feedback, and support to all classroom teachers on a regular basis.

Jennifer Moore

06/30/2026

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

Initial Assessment:

2024-2025 Narrative of Current Implementation:

Limited Development
07/29/2024

The MTSS leadership team meets monthly to review student data and identify CORE, supplemental or Intensive academic support in the areas of reading and math. Student data is reviewed and changes to interventions or support level are implemented as needed. Intervention

teachers meet weekly with their PLC to ensure interventions are being provided with fidelity.

2024-2025 Branching Minds data indicates 7% of students received intensive level support, 8% received supplemental level support, and 83% of students received CORE level support at BOY for reading. At EOY 3% of students were receiving intensive level support, 4% were receiving supplemental level support, and 92% were receiving CORE level support for reading.

2024-2025 Branching Minds data indicates 3% of students received intensive level support, 3% received supplemental level support, and 93% of students received CORE level support at BOY for math. At EOY 3% of students were receiving intensive level support, 7% were receiving supplemental level support, and 88% were receiving CORE level support for math.

Successes

2024-2025 Branching Minds data for reading indicates 19 students moved from intensive level support to CORE level support, 4 students moved from intensive level support to supplemental level support, and 24 students moved from supplemental level support to CORE level support.

2024-2025 Branching Minds data for math indicates 2 students moved from intensive level support to CORE level support, 5 students moved from intensive level support to supplemental level support, and 5 students moved from supplemental level support to CORE level support.

Challenges

2024-2025 Branching Minds data for math indicates 7 students moved from CORE level support to supplemental level support, and 1 student moved from CORE level support to intensive level support. Areas to support teachers include Areas to support teachers include aligning Montessori lessons and independent work to the higher depth of knowledge sections of the NC state standards.

2024-2025 Branching Minds data for reading indicates 20 students moved from CORE level support to supplemental level support, and 5 students moved from CORE level support to intensive level support. Areas to support teachers include aligning Montessori lessons and independent work to the higher depth of knowledge sections of the NC

state standards.

2023-2024 Narrative of Current Implementation:

Students in grade 3 moved from 82% GLP to 78.9% GLP, and from 57.4% CCR to 52.6% CCR in reading comprehension according to the reading EOG. Areas to support teachers include building reading stamina through direct instruction via regular book club/ novel study experiences and PD on increasing depth and complexity of assigned work. Students in grade 3 moved from 63.9% CCR to 50% CCR in math according to the math EOG. Areas to support teachers include aligning Montessori lessons and independent work to the higher depth of knowledge sections of the NC state standards. The SIP goal that aligns to this indicator is: the school will meet or exceed expected Educator Value Added Assessment System(EVAAS) growth for our overall school index in SY 2022-23 and SY 2023-24.2023-2024 EVAAS data is not currently available. The tier movement report in Branching minds shows an increase from 85% to 91% of students responding to CORE level instruction. Students receiving tier2 academic support dropped from 7% to 5%. Students receiving Tier 3academic support dropped from 6% to 2%. Other data to consider: MTSS leadership team agendas, progress monitoring data, teacher observations, and intervention group walkthroughs. Successes during the 2023-2024 school year highlight individual student growth as well as the movement of groups of students from intensive to supplemental levels of support and from supplemental to CORE levels of support. Increased communication between intervention teachers and classroom teachers contributed to better alignment of the instruction during small group support and the CORE. Intervention teachers identified specific areas of need for each student and designed lessons to close the gap. All intervention teachers received training for each intervention program and delivered instruction with fidelity. Individual student progress was monitored weekly or biweekly and the MTSS leadership team met regularly to review progress and make adjustments as needed. Family meetings were held to review progress for all students receiving intensive level support. Challenges during the 2023-2024 school year include student and staff absences due to illness and vacations. Opportunities for the 2024-2025 school year include designating specific staff members to manage the academic and behavior aspects of MTSS support. A lead intervention teacher will manage academic support for students, ensuring that intervention

teachers are appropriately trained, and students are matched to specific interventions. The Dean of Students will manage behavior support, working closely with the school psychologist, school counselors and the BMT.

How it will look when fully met:

When this objective is fully met, Sedgefield Montessori will meet or exceed growth as a school and we will meet our ELA goals for K-2 and 3-6 students. Teachers will regularly use data to make needed adjustments to the core classroom instruction in addition to the formal interventions provided. When fully implemented, teachers will openly collaborate to identify areas where core instruction needs to be adjusted to meet student needs. Teachers will examine specific teaching practices and make needed adjustments in their classrooms. 85% of our students will make the expected progress within the core classroom setting with the remaining students receiving outside support to supplement the core.

Jennifer Moore

06/30/2026

Actions

0 of 3 (0%)

7/29/24 The MTSS Facilitator will oversee all aspects of MTSS once a week, including but not limited to, providing the interventions for Tier 3 candidates to increase overall student progress. (Goal 4)

Taylor McMahan

06/30/2026

Notes:

7/29/24 The MTSS PLC will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Goal 4 and FAM-S 3)

Taylor McMahan

06/30/2026

Notes:

9/4/25 Student Services will review monthly absenteeism reports, and incidents in educator's handbook in order to design appropriate student and teacher supports and interventions. (Goal 4, Guardrail 3)

Taylor M., Gabrielle S., Casey N., Ashanti H.

06/30/2026

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
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Initial Assessment:

2024-2025 Narrative of Current Implementation:

Limited Development

PLC teams meet weekly to design high-fidelity Montessori lessons aligned to the NC Standards. Teams use a know/ show chart to examine state standards and share lessons, strategies and resources to provide targeted instruction and independent work for students. Teachers examine student data to determine academic areas for reteaching/ re-looping.

2024-2025 Branching Minds data indicates 92% of students were successful accessing CORE level instruction for reading.

2024-2025 Branching Minds data indicates 88% were successful accessing CORE level instruction for math.

Successes

2024-2025 Branching Minds data for reading indicates 83% of students were successful accessing CORE level instruction at BOY for reading. At EOY 92% were successfully accessing CORE level instruction for reading.

Challenges

2024-2025 Branching Minds data for math indicates 2024-2025 Branching Minds data indicates 93% of students received CORE level support at BOY for math. At EOY 88% were receiving CORE level support for math. Areas to support teachers include aligning Montessori lessons and independent work to the higher depth of knowledge sections of the NC state standards.

2023-2024 Narrative of Current Implementation:

Unofficial 2023-2024 EOG data for 3rd grade ELA indicates 63.6 % of Black students and 40% of Hispanic students performed at a level 3/4/5, grade level proficient (GLP), and 9.1% of Black students and 20% of Hispanic students performed at the College and Career ready level (CCR). Overall 3rd grade ELA performance data resulted in 82% of students scoring grade level proficient and 57.4% scoring college and career ready. DIBELS shows 94% of third graders scoring at or above benchmark per their composite score, with 82% of Hispanic and African American students scoring at or above benchmark. Other data to consider: Grade level agendas, teacher observations, and classroom walkthroughs.

Successes during the 2023-2024 school year highlight the shift during

PLC planning times from a focus on business items to a focus on developing standards aligned instruction. PLC teams regularly reviewed data from MAP tests, DIBELS assessments, and the new MVPA instrument to identify and close instructional gaps. Data was also used to identify areas for reteaching, and extension opportunities for students. Instructional strategies for teaching specific NC reading standards using Montessori methods and materials were shared during weekly PLC time by facilitators and classroom teachers. Extended day money was used to hire a tutor who worked with targeted third grade students on reading comprehension strategies, and assistant teachers received training and materials on the Heggerty program for teaching foundational reading skills.

Challenges during the 2023-2024 school year include maintaining a focus on instruction and positive morale while preparing for a campus move and name change for the 2024-2025 school year.

Opportunities for the 2024-2025 school year include maximizing instructional and planning times for teachers and protecting work cycle time for students. A streamlined master schedule has been developed that includes a separate meeting time for PLCs to discuss business items and aligns planning times with special area classes to protect instructional time.

How it will look when fully met:

Instructional teams will meet in PLC's to utilize the CMS Montessori Alignment Playbook to plan instruction and monitor student progress. This Playbook utilizes Montessori lessons and materials along with CMS curriculum resources and assessments. Any instructional gaps will be identified and additional resources utilized to ensure the implementation of all NC State Standards. Teachers will maintain clear and reliable systems for documenting observations, lessons given and student progress.

Jennifer Moore

06/30/2026

Actions

0 of 3 (0%)

9/19/25	Teachers will be provided with 90 minutes of duty free planning each week.		Debbie Webber	06/30/2025
<i>Notes:</i>				
7/25/24	Instructional teams will collaborate with the leadership team for a deep dive analysis of data after each benchmark window to provide differentiated instruction to meet the needs of all students (Goal 1)		Kimberly Riddle, Shauna Jendro, Kristine Mahoney	06/30/2026
<i>Notes:</i>				
2/16/25	The leadership team will provide guided deep dives into NC math and reading standards during PLC meetings weekly to align Montessori lessons and ensure lessons are designed with high DOK levels. (Goal 1)		Kimberly Riddle, Shauna Jendro, Kristine Mahoney	06/30/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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
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<i>Initial Assessment:</i>	<p>2024-2025 Narrative of Current Implementation:</p> <p>School counselors, the BMT, and administrators meet weekly for Kid Talk, to review student behavior data monthly to review student data and identify CORE, supplemental or Intensive behavior/ SEL support. Student data is reviewed and changes to interventions or support level are implemented as needed. Branching Minds is utilized to ensure interventions are being provided with fidelity.</p> <p><u>Successes</u></p> <p>A school level survey of second, third and fourth grade students indicates that students have increased knowledge during the school year of coping skills and believe they are prepared to handle stressful situations in the future.</p> <p>A school level survey of 5th grade students indicates that students believe they have the power to control their emotions.</p> <p>A school level survey of 6th grade students indicates that students have increased knowledge during the school year of the following skills needed for the transition to the secondary Montessori school:</p>	Limited Development 07/29/2024		
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behavior expectations, time management/ organization, friendship values, and how to stay safe on social media platforms.

Challenges

A school level survey of 5th grade students indicates that students have decreased knowledge during the school year of coping skills to improve behavior. Areas to support teachers include targeted professional development using Positive Discipline resources and strategies.

2023-2024 Narrative of Current Implementation:

Panorama data indicates that 95% of sixth grade students and 86% of students in

grades 3-5 feel supported through their relationships with friends, family and adults at school. Chronic absenteeism improved overall, and for all subgroups over the year, dropping from 24% to 18%. The number of out-of-school suspensions (OSS) for the 2024-2025 school year is zero. Other data to consider: MTSS leadership team agendas, progress monitoring data, teacher observations, and behavior intervention walkthroughs.

Successes during the 2023-2024 school year are highlighted through the robust comprehensive school counseling program. The SSPLC meets bi-weekly to address the social/emotional and attendance needs of our students. Agenda items include Panorama data, crisis plans, suicide assessments, safety plans, and individual student problem solving. Counselors provide supplemental and intensive interventions including Check-in/out, cognitive behavior counseling, skill streaming and self-monitoring. Direct instruction with guidance

lessons for all students was provided by the school counselors in collaboration with the special area team of teachers throughout the year. All staff received Positive Discipline training in the fall. The counselors have partnered with the Upper Elementary team to identify daily lessons tailored to specific classroom needs. A facilitator obtained the designation as trainer for the parent aspect of Positive Discipline and has completed several sessions with parents this spring.

Challenges during the 2023-2024 school year include a disconnect between assistant teachers who monitor students during lunch and recess and the Positive Discipline approach adopted by the admin team. Assistants were able but not required to attend the Positive Discipline training which occurred on a teacher work day. Most assistants did not attend and did not learn about the Positive Discipline approach for supporting students who misbehave.

Opportunities for the 2024-2025 school year include partnering with the CMS CPI team to provide professional development for all staff including assistant teachers. The CPI training focuses on relationship building, de-escalation strategies, and restorative practices all of which aligns with the Positive Discipline approach. Additionally the redesigned master schedule will build in time for counselors to meet with Upper Elementary classes on a weekly basis to provide direct instruction using Positive Discipline lessons.

How it will look when fully met:	When this objective is fully met our students will effectively manage their emotions, Grace and courtesy will be consistently practiced across the school and within classrooms. Students will have strategies for problem solving and utilize the appropriate vocabulary to express their feelings. One hundred percent of students in grades 4-6 will feel supported through their relationships with friends and/ or adults at school. One hundred percent of students in grades 4-6 will report a positive self perception of their self-efficacy.		Jennifer Moore	06/30/2026
Actions		0 of 3 (0%)		
7/29/24	Teachers will implement daily Social Emotional Learning time including bullying prevention using Positive Discipline lessons and strategies as Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 2 and 3)		Jennifer Moore, Debbie Webber	06/30/2026
<i>Notes:</i>				
9/3/24	The administrative team will create and facilitate a structured professional development plan for teachers to execute Positive discipline lessons and strategies to enhance the school culture. (Guardrail 1, and Guardrail 4)		Jennifer Moore, Debbie Webber	06/30/2026
<i>Notes:</i>				
9/19/25	Teachers will be provided with a duty free lunch period on a daily basis.		Debbie Webber	06/30/2026
<i>Notes:</i>				