

Comprehensive Progress Report

Mission: Sedgefield Middle School Mission: Through integration of social and emotional practices, curriculum alignment, and responsive teaching, students will receive relevant and engaging instruction to support their mastery of academic standards.

Vision: Sedgefield Middle School will create a responsive school environment and culture that nurtures social, emotional, and academic skills to support the development of each student's potential.

Goals:

The percent of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 6-8 will increase from 39.7% in SY2024-25 to 45% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 60% in SY2024-25 to 75% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 3)

Sedgefield Middle School's percent of students scoring Grade Level Proficient (GLP) in 8th Grade science for End of Grade assessments from 63.9.0% in SY2024-2025 to 70% in SY2025-2026. (A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of OSS/ISS incidents will decrease OSS Day Count from 268 Days in SY2024-25 to 245 Days in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 30.6% in SY2024-25 to 25.0% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Sedgefield Middle School will retain 95% of licensed classroom teachers throughout 2025-26. (C3.04 and CMS Guardrail 4)

The percent of students scoring Grade Level Proficient (GLP),on End of Grade assessments in grades 6-8 will increase from 59.8% in SY2024-2025 to 70% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Sedgefield Middle School's percent of students scoring College and Career Ready (CCR) on Math End of Grade assessments in grades 6-8 will increase from 38.7% to 45.0% in SY2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 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>		Sedgefield Middle School has partially met this indicator for the 2024-		Limited Development 08/07/2024		

2025 school year.

At Sedgefield Middle School, the principal and administrative team are deeply engaged in ongoing instructional monitoring and feedback to drive continuous improvement and ensure alignment with curriculum standards. Administrative team has Increased Frequency of Classroom Walkthroughs to look for consistency and fidelity of implementation. The leadership team conducts frequent and strategic walkthroughs across all grade levels and content areas to monitor instructional practices, student engagement, and curriculum implementation. These visits are followed by timely and constructive feedback that supports teacher reflection and growth. Coaching plans are also built off of feedback and teacher leaders are providing alignment of need to target in PLC discussions. To ensure strong alignment between classroom instruction and schoolwide goals, administrators participate in bi-weekly PLC meetings. Their involvement helps guide data conversations, reinforce instructional priorities, and ensure timely follow-up on student progress and support plans. A tiered instructional coaching model is in place to provide differentiated support based on teacher needs: Tier 1: Universal support for all teachers through PLC facilitation, modeling, and feedback. Tier 2: Targeted support for teachers based on walkthrough data or student performance trends. Tier 3: Intensive coaching for teachers demonstrating persistent challenges, including regular goal-setting and individualized development plans. This multi-layered approach ensures that all teachers receive actionable feedback, high-quality coaching, and aligned support—resulting in stronger instruction and improved student outcomes. Data from this year does support improvement and continue growth. Sedgefield MS saw growth with the GLP school wide composite of 51.7 (23-24 school year) to 59.8 (25-26 school year) that is an increase of 7.2. School saw growth with CCR school wide composite with 36.8 (23-24 school year) to 41.0 (25-26 school year) that is in increase of 4.2. Sedgefield MS saw a growth in 8th grade science from 59% GLP to 63.9% GLP. Reading GLP from 54.8% to 62.1 an increase of 7.3 and growth with CCR from 34.8% to 40.7% an increase of 5.9. Sedgefield also saw growth with math from 46.1% GLP to 56.3% and a growth with CCCR from 33.7% to 38.7%.

Challenges associated with the 2024-2025 SIP goal targets are as follows: scheduling to ensure adequate coaching/modeling/support can be given to the number of novice teachers that are expected in the building in a timely and intentional manner; ability to support the diverse needs of the student population in core areas such as ELA and

Math; consistency in the administrative team providing timely feedback and within the same format.

Solutions to the challenges associated predicted by the 2025-2026 goals are as follows: Administration has clear goals, data and defined responsibilities so that support is monitored. The principal and teachers understand the student population and demographics for remediation and enrichment lessons. The school needs to continue next year with monitoring of the lesson plans and PLC meetings. School also has a clear and consistent monitoring tool for teacher feedback that is shared at the beginning of the year. Model classrooms are established for both social-emotional, behavioral, and instructional expectations. Programs are aligned and layered for teachers to understand the programmatic implementation expectations for all focus areas.

Sedgefield Middle School has partially met this indicator for the 2023-2024 school year.

The following successes have been observed: Sedgefield Middle School current level of development with monitoring of curriculum and classroom instruction on a regular basis is done by the administration and facilitators. Feedback is given to teachers on a timely basis with suggestions and next steps. Consistent feedback to teachers on instructional practices and strategies through lesson plans or walkthroughs. Sedgefield gives intentional professional development for coaching staff through UnBound Ed and Rely Coaching. Though monitoring and feedback intentional professional development based on instructional needs is given to teachers. The school saw success with improvement of lesson plan development. Data from this year does support improvement and continue growth. The school has seen growth with EOG composite with 52.8% on GLP and a CCR of 38.9%.

Challenges associated with the 2024-205 SIP goal targets are as follows: scheduling to ensure adequate coaching/modeling/support can be given to the number of novice teachers that are expected in the building; ability to support the diverse needs of the student population in core areas such as ELA and Math.

Solutions to the challenges associated predicted by the 2024-2025 goals are as follows: Administration has clear goals, data and defined

responsibilities so that support is monitored. The principal and teachers understand student population and demographics for remediation and enrichment lessons. The school needs to continue next year with monitoring of the lesson plans and PLC meetings. School also has a clear and consistent monitoring tool for teacher feedback.

How it will look when fully met:

Sedgefield Middle School will monitor curriculum and classroom instruction on a weekly basis with timely, clear and constructive feedback to teachers by content facilitators and administration. Sedgefield Middle School will follow on a consistent basis a walkthrough schedule to provide feedback to teachers. Once feedback and supports are established with the teachers, Sedgefield Middle School will see improvement in IREADY Assessments, Benchmark Assessment and classroom assessments. The school will also see student engagement increase during class. Also, on our Spring 2023-2024 Working Condition Survey we would like the question "Teachers receive feedback that can help them improve teaching." from 59% agreed to 50% strongly agreed. Teachers through the feedback will have structured and targeted professional development to meet the needs of individuals.

Sheena Miracle

06/15/2026

Actions

0 of 3 (0%)

9/24/25 The Instructional Leadership Team will have a standing agenda item that allows the team to discuss individual walk-through/coaching items that have been completed and opportunities to support and coach teachers toward better performance. (Goal 2, Goal 3, 8th Grade Science and FAMS-3)

Catherine Eldridge-AF

12/01/2025

Notes:

9/24/25 Instructional Leadership Team will meet with teachers with the walkthrough feedback form based on the Evaluation Rubric and the Core Actions with suggestions within three days to discuss the walkthrough and action steps for the teacher to focus on and set up a follow up meeting with teacher about action steps. (Goal 2, Goal 3, FAMS-3, Guardrail 1)

Amber Crutchfield

01/12/2026

Notes:

9/24/25 The principal along with the Mentor Contact and Instructional team will implement and support new teachers using the Beginning Teacher Plan. (Goal 2, Goal 3, 8th Grade Science, FAM-S 3, FAM-S 31)

David Smoak

03/09/2026

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>Sedgefield Middle School partially met this indicator for the 2024-2025 school year.</p> <p>Sedgefield Middle School is intentional in aligning its financial, human, and time-based resources to support its instructional priorities and the whole-child development of all students. All resource allocation decisions are guided by a commitment to equity, access, and improved outcomes for every student. Sedgefield Middle School works to align grant funds and PTO contributions purposefully toward initiatives that support the school’s core priorities of instruction, behavior, and social-emotional development. This includes purchasing support materials (such as center based learning materials and technology supports), funding for professional development in trauma-informed instruction, and acquiring instructional tools to support differentiated learning. Budget planning prioritizes resources that remove barriers to participation and success, ensuring all students—regardless of background—have equitable access to academic enrichment, behavioral supports, extracurricular activities, and interventions. Funds are allocated to support inclusive programming, student incentives, and targeted intervention groups. Staffing decisions reflect a focus on direct student support. This includes allocating instructional support personnel, interventionists, and behavior specialists where data shows the greatest need. Time is also structured through the master schedule to protect PLC collaboration and student intervention blocks. We have seen growth in our three targeted areas in reading and in math. EC-Reading went from 13.8% to 20.3%; Math went from 11.7% to 15.3% passed. MLL Students in Reading went from 19.0% to 25.9% and our MLL students in Math went from 8.6% to 12.3% passed. Our AA students in Reading went from 21.4% to 33.2% and our AA in Math went from 11.0% to 25.0%.</p> <p>By aligning financial and human resources with clearly defined goals, Sedgefield Middle ensures that all investments—whether from local, district, or community sources—are strategic, impactful, and student-centered.</p> <p>The challenges that Sedgefield Middle School is facing in meeting 2024-</p>	Limited Development 09/11/2023		

2025 SIP goal targets aligned to this indicator is that we will no longer receive Title 1 funding. Working to receive, allocate and spend dollars in a timely manner to support the needs of the students and the teachers.

The opportunities that exist at Sedgefield for the school year 2025-2026 is that we will continue to work to extend community partnerships and seek grant opportunities to support the diverse needs of our students. We will continue to work with our PTO who allocates funding for academics, behavioral and parent involvement for the school year.

Sedgefield Middle School partially met this indicator for the 2023-2024 school year.

The SIP goals that align to this indicator is: Guardrail 1: While ensuring schools have the resources needed to meet student needs, the Superintendent shall not neglect strategies or resources for significantly reducing achievement gaps.

Sedgefield Middle School current implementation efforts for aligning resource allocation (money, time, human resources) within the school's instructional priorities is to prioritize funding for staffing and resources.

We did see our growth go to 69% but we needed 70% to met growth. We were able to allocate our Title 1 dollars, admin positions as well as other resources to support our subgroups. The successes did you experience related to this indicator in meeting the goals of this year was that we were able to hire using Title 1 dollars 2 teaching positions and a BMT which supported our targeted groups and had the school's official results indicates growth across all subgroups and composites. School composite has moved to 59% and CCR at approximately 34%..

The successes related to this indicator in meeting the goals of this year was that we were able to hire using Title 1 dollars 2 teaching positions and a BMT which supported our targeted groups and had the school's official results indicating growth. We have had amazing growth from where EVAAS had projected students. Math 8 saw 80.6% growth; ELA 8 saw 68% growth. Still waiting for official EOG and EVVAS data from the state.

The challenges that Sedgefield Middle School is facing in meeting 2024-2025 SIP goal targets aligned to this indicator is that the school will no longer receive Title 1 funding. We will have to have other resources or positions to help meet goals especially with our subgroups.

The opportunities that exist at Sedgefield for the school year 2024-2025 is that we have also allocated around \$25,000 for Summer Planning for next June with teachers and instructional support to review data and develop curriculum, pacing and enrichment/intervention resources/materials. We also work with our PTO who allocates funding for academics, behavioral and parent involvement for the school year. Community partners also support students in academic, behavioral incentives and classroom resources.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

How this objective will look being fully met will be that Sedgefield Middle School will incorporate district ADM positions along with any other funding resources to strategically staff and buy resources that support classroom teachers and students. We will use EOG Data along with attendance data to see student's growth and proficiency on state reading, math and 8th grade science tests. We will also look at PTO and community partnership involvement and funding to see the impact on student's behavior, attendance and academic success during the school year.

David Smoak

06/15/2026

Actions

0 of 3 (0%)

9/24/25 Sedgefield Middle School will utilize the positions of Master Teacher in Reading and Master Teacher in Math to support and coach reading and math teachers in best teaching practices to increase student performance. (Guardrail 1, Goal 2, Goal 3).

Sheena Miracle

12/02/2025

Notes:

9/24/25 "Within the 2025-26 school year, our school identified the following resource inequity, gap in subgroups (AA, MLL, EC) , as a result, our school plans to mitigate this inequity by allocating ADM positions given by district to provide needed support". (Guardrail 1)

Kelly Rodriguez

05/11/2026

Notes:

6/16/25 Sedgefield Middle School will allocate Teacher Leadership Pathway funding for specific teachers in reading and math to target and support specific teachers (reading and math) and classes to improve both classroom instruction and academic performance. (Guardrail 1, Goal 2 and Goal 3).

Sheena Miracle

05/25/2026

Notes:

Implementation:		06/07/2024		
Evidence	4/22/2024 4/22/2024- Title 1 budget for this year can be used. Also our liaison's log can be used as evidence.			
Experience	4/22/2024 4/22/2024- We have analyzed and discussed the use of our Title 1 funding in depth so that funding is used to support students.			
Sustainability	4/22/2024 4/22/2024- funding.			

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:

Sedgefield Middle School partially met this indicator for the 24-25 school year.

The school has established a comprehensive, tiered instructional system that supports all students by addressing their academic, behavioral, and attendance needs through a multi-faceted approach. Central to this system is a dedicated enrichment and intervention block, which provides structured time for students to receive targeted support or advanced learning opportunities based on their individual needs. A Student Services Team PLC regularly collaborates to analyze data related to attendance, behavior, and academic performance, ensuring that students requiring additional support are promptly identified and assisted. Additionally, teacher PLCs use intentional, data-driven planning to tailor instruction, ensuring alignment with student performance trends and learning goals. The system also emphasizes targeted student groups, offering focused interventions to close learning gaps and accelerate progress. These coordinated strategies work together to deliver evidence-based instruction across all tiers, promoting equitable growth for every learner. Sedgefield MS saw growth with the GLP school wide composite of 51.7 (23-24 school year) to 59.8 (25-26 school year) that is an increase of 7.2. School saw growth with CCR school wide composite with 36.8 (23-24 school year) to 41.0 (25-26 school year) that is an increase of 4.2. Sedgefield MS saw a growth in 8th grade science from 59% GLP to 63.9% GLP. Reading GLP from 54.8% to 62.1 an increase of 7.3 and growth with CCR from 34.8% to 40.7% an increase of 5.9.

Challenges faced in the planning for the 2024-2025 SIP goal targets are as follows: ensuring resources are in place to best support the strategic needs of the students in Tier 2 and 3 for academic needs; ensuring partnerships remain and are enforced with intentionality for the attendance and behavior expectations for the upcoming school year; maintaining motivation of students and staff through an incentive based system.

Opportunities to address these challenges for the 25-26 school year are to create incentives that are of free or low-cost; joining the Capturing Students Hearts cohort to drive the internalization of success; maintaining and extending partnerships between community members, staff, students and parents.

Sedgefield Middle School partially met this indicator for the 23-24 school year.

Limited Development
07/25/2024

Successes for implementation were: a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers is limited but has parts implemented. The school utilizes data to create intervention groups based on literacy, math and 8th grade science. Groups are modified throughout the year based on data and teacher knowledge and classroom assessment data. The school has an embedded daily enrichment and remediation time to support responsive instruction on their master schedule. The school has increased the time allotted for professional learning community meetings (PLC) for planning and implementing core curriculum. The school also has scheduled MTSS meetings so that grade levels, support staff and instructional support staff and can meet to discuss and implement plans for targeted students. The school is working on a consistent meeting schedule to continue the work on MTSS. The school has seen growth with EOG composite with 54% on GLP and a CCR of 38.9%. This is an increase of 6.2. for GLP and 4.8 for CCR.

Challenges faced in the planning for the 2024-205 SIP goal targets are as follows: ensuring resources are in place to best support the strategic needs of the students in Tier 2 and 3 for academic needs; ensuring partnerships remain and are enforced with intentionality for the attendance and behavior expectations for the upcoming school year; maintaining motivation of students and staff through an incentive based system.

Opportunities to address these challenges are to create incentives that are of free or low-cost; joining the Capturing Students Hearts cohort to drive the internalization of success; maintaining and extending partnerships between community members, staff, students and parents.

<p>How it will look when fully met:</p>	<p>The objective will be fully met when the MTSS becomes a systematic protocol that the school implements with validity. Strategies and protocols will be inclusive in planning of all students during scheduled meetings with PLCs or grade levels. The school will have quarterly monitoring using Branching Minds, Educator's Handbook, Navigator Portal, MAP, attendance records and grades to modify groups and check on progress of the different tiers of targeted students. The school will also know that the objective is met by students successfully moving closer to grade level/movement in a positive direction (Holistic goal: no more than 35% of our student population entering Tier 2); may vary based on behavior, academic, attendance.</p>		<p>Ashaki Means</p>	<p>06/15/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>7/25/24</p>	<p>Grade Level PLC along with counselor, administration and behavior support will use the Standard Treatment Protocol and Data Decision Rules when discussing individual student needs or instruction. (SEL, EVAAS,FAMS-3)</p>		<p>Ashaki Means</p>	<p>12/01/2025</p>
<p><i>Notes:</i> 1-13-25- SIT believes that this is slowly being done, but needs more consistency with student needs in instruction and behavior. Team will review again at the end of the year. 5-12-25- SIT believes that this action needs to be moved forward to the 25-26 school year. Team did see more consistency during the spring semester, but believe that PLCs need more understanding and training in Standard Treatment Protocol.</p>				
<p>7/25/24</p>	<p>Teachers will attend and participate in monthly MTSS meetings to discuss academic and behavior strategies to determine students moving between tiers to get correct interventions. (Goal 2, Goal 3, 8th Grade Science and FAM-S-3)</p>		<p>David Smoak</p>	<p>02/17/2026</p>
<p><i>Notes:</i> 3-10-25- Through discussion the SIT team along with Mrs. Miracle believe that this action is progressing with discussions (Round Tables) about academic and behavior strategies, that because the position is not allotted, feel that this needs to be continued until next year. 5-12-25- Through discussion with SIT Team and Mrs. Miracle the team believes that this action should be moved forward for the 25-26 school year. This was not done consistently and needs to have more focus and priority for the upcoming school year.</p>				

9/24/25	Sedgefield Middle School will implement on a daily basis Spartan Time - targeted intervention and enrichment time in reading, math to support students individual needs across tiers. (Goal 2, Goal 3, 8th Grade Science and Guardrail 3)		David Smoak	05/11/2026
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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	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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<i>Initial Assessment:</i>			<p>Sedgefield Middle School has partially met this goal for the 24-25 school year.</p> <p>The school ensures that Instructional Teams develop high-quality, standards-aligned units of instruction across all subjects and grade levels. This process is driven by increased frequency and collaboration within PLCs, where teachers work together to plan and refine instruction using current student data and shared expertise. The i-Ready platform is utilized to monitor student progress and guide instructional decisions, providing both assessment data and targeted resources. Teams also leverage state and district standards documents to intentionally align instruction and ensure learning goals are clearly defined and met. Instruction is further tailored through tiered responses based on student need, allowing educators to differentiate and scaffold learning for all students. These strategies work in unison to support high-quality, data-informed instruction that meets diverse learner needs.</p> <p>Challenges in meeting the 2024-2025 SIP goal targets are increasing the fidelity of implementing the lessons planned for within the classroom, appropriately designing tiered activities and differentiated instruction to meet the varied needs of students, leveraging data to drive instructional design.</p> <p>The opportunities that exist to address these challenges for the 25-26 school year is that the school has increased the frequency of PLCs, created new documents to manage lesson plans, learning centers and data, worked to create opportunities for teachers to do internal monitoring and observations of each other.</p> <p>According to our FAM-S (29) 23-24 school year data the school is at a operationalizing level. We are working on implementing several</p>	Limited Development 07/25/2024		
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monitoring tools.

The objective is limited development/implementation by Sedgefield when instructional teacher teams meet on a consistent weekly basis with a content specific facilitator. During the meetings the facilitators and content teachers use district and state level pacing and alignment calendars, district standard materials, instructional technology websites and curriculum specific resources to create engaging units of instruction and assessments on a daily, unit and quarterly basis. slight drop in proficiency with 8th grade

Successes for this goal were instructional teams develop standard aligned units of instruction for each subject and grade level are limited but the grade levels and content areas are developing standard aligned units through strategic and specific planning two days a week with a content lead either a math coach, dean of instruction or academic facilitator. The school has intentional focus on PLC (planning) and coaching to increase differentiated instruction to meet all students needs through the integration of both our EC and ELL teachers. The teachers are also using resources provided both by the district and the school to support our advanced learners. The school has embedded daily enrichment and remediation to support responsive instruction with aligned lessons and activities. The different content areas has utilized aligned extensions and remediation resources (evidence - based). Successes experienced were a consistent implementation of the time allotted for the MTSS model, consistent data conversations and flexibility in grouping to make positive impact and growth with students. Resources were leveraged and funded was strategically allocated to support not only the intervention needed, but also the incentive to ensure students maintained motivation towards academic success. Unofficial results indicates growth across all subgroups and composites. School composite has moved to 59% and CCR at approximately 34%.

Challenges in meeting the 2024-2025 SIP goal targets are an expectation for the continuation of external funding to meet the resource and incentive need for students.

The opportunities that exist to address these challenges is that the school has budgeted funding to ensure that content resources and staff are provided through the utilization of community partnerships and PTO strategic and intentional fundraising. The school is also utilizing PLC planning with core, EC and MLL teachers to develop, implement and differentiate lessons.

According to our FAM-S (29) 23-24 school year data the school is at a operationalizing level. We are working on implementing several monitoring tools.

How it will look when fully met:

The objective will be fully met by Sedgefield when instructional teacher teams meet on a consistent weekly basis with a content specific facilitator. During the meetings the facilitators and content teachers will use district and state level pacing and alignment calendars, district standard materials, instructional technology websites and curriculum specific resources to create engaging units of instruction and assessments on a daily, unit and quarterly basis. The administration will use walkthrough forms and lesson plan checks to determine alignment of lessons and standards. Data from unit assessments, Benchmark assessments and EOGs to determine if units were effective and rigorous. According to our FAM-S (29) the school is at a operationalizing level. We are working on implementing several monitoring tools for assessments and classroom instruction. Sedgefield Middle School will enrich their use of differentiated centers and small group instruction by having professional development on what differentiated centers and small group instruction looks like in a classroom. The school will also follow up with instructional walkthroughs and feedback so that teachers know how the centers and small group instruction can be improved or modified if necessary. Teachers will also discuss strategies for small group instruction and differentiated centers during their weekly PLC meetings led by their facilitator or content led.

Kelly Rodriguez

06/15/2026

Actions

0 of 3 (0%)

8/7/24 EC and MLL teachers will meet with content teachers during their weekly planning time to collaborate with teachers to develop lessons, activities and assessments that are differentiated and aligned with student needs. (Goal 2, Goal 3,8th Grade Science and FAMS-29)

Kelly Rodriguez

12/01/2025

Notes: 1-23-2025- On going. Consistency is needed with EC support and co-teaching model. Progress to be made.
 5-12-25- EC and MLL teachers met with PLC on a consistent basis for the spring semester. Lessons and data were discussed on a regular basis with feedback and district support given in meetings. SIT teams feels this is accomplished and should now be part of the school culture. Team would like it to continue as part of the plan just to make sure it is done with consistency.

8/7/24	Grade Level PLCs will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students (Goal 2, Goal 3 and 8th Grade Science)		Lydia Woodbury	02/17/2026
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Notes: 1-13-25- Through discussion the SIT team along with leadership feel that this is progressing but would like to review in March to see quarter 2/3 .
 3-10-25- Through discussion with SIT Team and leadership the team feels that this action needs to continue until May. The team also believes that this action might need to continue until next year.
 5-12-25- SIT Team and leadership believe that this action should continue to the next school year. Team believes to encourage and enforce consistency with PLCs it would be beneficial to keep this action for next year.

9/24/25	Duty Free Planning- Sedgefield Middle School will provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and 301.1 with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Sheena Miracle	04/13/2026
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Notes:

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
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Initial Assessment:

Sedgefield Middle School partially met this indicator for the 24-25 school year.

The school prioritizes students' emotional well-being by ensuring all teachers are attentive to emotional cues, actively guide students in managing their emotions, and connect them with appropriate supports when needed. Through the implementation of Capturing Kids' Hearts, teachers build strong, trusting relationships that foster emotional safety and open communication. The school also incorporates intentional relationship- and environment-building activities on the first day of school, setting a positive tone for the year. Emotional support continues throughout the year with peer groups, counseling groups, and mentoring programs, providing students with multiple layers of social-emotional support. Additionally, school-wide expectations focused on clear systems and routines create a structured environment that supports emotional regulation and a sense of security for all students. Sedgefield Middle School partially met this indicator for the 24-25 school year. Suspension data shows that 23-24 results were at 47.4%. The target for the 24-25 school year was 23%. As of May 2025 the percentage was 44.7% which is a decrease of 2.7% from the previous year. Sedgefield MS chronic absenteeism went from 30.6% in 23-24 school year to 25.0% in the 25-26 school year.

Identified challenges for the 2024-2025 academic year SIP goals are: Sedgefield Middle School needs more training on how to support interventions given by both counselors and the student support department. The school is working on maintaining and expanding parent and community volunteers to assist with mentoring and social emotional activities at the school (lunch buddies, reading buddies, Big Brothers-Big Sisters, outside counseling).

The opportunities that address these challenges in the 25-26 school year are: Sedgefield has a Student Support Services Team that will discuss and train staff on strategies and protocols that can assist with student's emotional needs in school. We will continue with having a set SEL time built within our master schedule. Continue with Capturing Kids' Heart training for new staff and more advanced training for experienced staff.

Sedgefield Middle School partially met this indicator for the 23-24 school year.

Successes were as follows: teachers being attentive to all students'

Limited Development
07/25/2024

emotional states, and arranging for supports and interventions when necessary. Sedgefield used Title 1 funding from 050 to have 1 BMT to support social and emotional learning throughout the school. Sedgefield is also implementing the Capturing Kids' Hearts Curriculum during the school day. Sedgefield has embedded on their master schedule a daily SEL time for their students that most teachers are consistently implementing. The PTO has budgeted to support student social and emotional incentives monthly. Community partners have also supported mentor and monthly behavior incentives. The school has an assigned SEL calendar and has events and highlighted activities for students and staff.

Identified challenges for the 2024-2025 academic year SIP goals are: Sedgefield Middle School needs more training on how to support interventions given by both counselors and the student support department. The school is working on maintaining and expanding parent and community volunteers to assist with mentoring and social emotional activities at the school (lunch buddies, reading buddies, Big Brothers-Big Sisters, outside counseling).

The opportunities that address these challenges are: Sedgefield has a Student Support Services Team that will discuss and train staff on strategies and protocols that can assist with student's emotional needs in school. We will continue with having a set SEL time built within our master schedule. Continue with Capturing Kids' Heart training for new staff and more advanced training for experienced staff.

How it will look when fully met:	The objective when it is fully met will have our staff affirming students (knowledge and identities). The school will continue to grow and build capacity of teachers with strategies and protocols for the student's social and emotional needs. The school will see growth using informal school-based data from the Fall and Spring that is based on district goals. Sedgefield will have their staff fully trained in social-emotional practices by the student support team and other outside agencies. The teachers an staff will continue to build upon conversations with students that are productive and meaningful using the Capturing Kids Heart curriculum and other district provided resources. Sedgefield will provide PD for new teachers and staff on curriculums and protocols that the school uses during SEL time. Sedgefield will have a whole school community (teachers, support staff and others) working on student needs and resources for the students.		Ashaki Means	06/15/2026
Actions		0 of 4 (0%)		
9/24/25	Teachers will implement daily Social Emotional Learning time using the Capturing Kids' Hearts program (Morning Meetings, Journals) as our Schoolwide Core Social-Emotional Practices to support the SEL needs of students. (Guardrail 3, FAM-S 31)		Robin Beach	03/09/2026
<i>Notes:</i>				
9/24/25	Bullying Prevention- Sedgefield Middle School will provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		John Murchison	04/13/2026
<i>Notes:</i>				
9/24/25	Sedgefield MS will execute a three tiered Attendance Plan to decrease our number of chronically absent students by 10% from 2024-25 school year to 2025-2026 school year. (Aligns to Guardrail 3)		Karen Pardo	05/13/2026
<i>Notes:</i> https://docs.google.com/document/d/1cTqEYUJkvmTEuwlwGPbD9Xe7Elr-pyfT8mfYRPTX1tQ/edit?usp=sharing				
9/24/25	Duty Free Lunch-Sedgefield Middle School will provide a duty-free lunch period for every teacher on a daily basis.		Nicole Vourlas-Davis	06/01/2026
<i>Notes:</i>				