



# SEDGEFIELD MIDDLE SCHOOL

## SIT MEETING AGENDA

September 26, 2022 | 1:00-3:00

**Meeting Invitees:** Robin Beach, Madeley Buitrago, LaToya McCants, Meredith Murchison, Claire Oleksiak, Ann Miler Mattocks, Lori Culicerto, Ashaki Means.

**Meeting Facilitator:** Sheena Miracle- Principal and Catherine Eldridge- Academic Facilitator

### **Sedgefield Middle School 2022-2023 SMART Goals:**

1. The percent of 8th grade students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Grade 8 Mathematics EOG will increase from 5.3% in SY2021-22 to 16.7% in SY2022-23 and 28.0 % in SY2023-24. (A2.04, B3.03 and CMS Goal 2)
2. We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (A4.01, B3.03 and CMS Goal 4)
3. The percent of students reporting a positive self-perception of their self-management will increase from 72.0% on the Fall 2021 Panorama Screener (in Grades 6-12) to 77% in SY2022-23 and 82% in SY2023-24. (A4.16) (CMS Goal CMS Guardrail 3.1)
4. Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 33.9% in SY2021-22 to 28.4% in SY2022-23 and 23.0% in SY2023-24. (E.1.06, A 1.07 and CMS Guardrail 1.3)

(CMS component of SIT plan are anything that have a CMS Goal attached to it. Smart Goals are CMS driven. NCStar goals)

**I. Call to order with Vision Statement:** *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.*

### **II. Roll Call**

### **III. Approval of September 12, 2022, Meeting Minutes**

### **IV. Principal Update:**

EVASS categories and sub-groups. Students didn't grow as well in math than in reading. Looking for growth in Science.

First walk-through with learning community only looked at 8<sup>th</sup> grade math & feedback.

Enrollment 507-511 and still enrolling daily. Target 516. Advocated to maintain positions.

Curriculum night was a great success. Teachers did great job.

OSS lower than last year. 2 five day suspensions – unrelated.

Plan was a very successful and wants in format for Board.

94% attendance.

Map testing completed.

10/5/22 teacher work day. New MAP data will set changes in enrichment and intervention groups.

## **V. SIP Plan Tasks- Update on feedback from learning community – 32 pages as a Title I school required to do 12 indicators.**

Learning community feedback 9/15/22. Logistics were the only issues – formatting. Not of actual content. Attendance and science goals were included & recommended to be added.

Attendance goal was placed under E.106 Parent. Science goal was placed under EVASS goal A. 2.04. as recommended by learning community.

NCStar is updated and current. Voting members have to have a hard signature with 9/26/22 on the final draft. Board will vote on document on 10/6/22.

School staff will have to vote through secret ballot on 9/28/22.

## **VI. Comprehension Needs Assessment- Title 1 requirement. 2022-2023**

### **1. How effective is your school in ensuring high quality achievement for students in all grades, especially in the core subjects?**

Sedgefield Middle School has demonstrated growth in ELA and Math holistically; however, growth was not demonstrated in all subgroups. Sedgefield Middle School is a D school according to the state of North Carolina School Report Card process. We have instituted several mechanisms, however, to help us ensure high quality achievement for all scholars.

We have implemented: ● Professional Learning Communities (PLCs) that meet consistently to analyze data, plan aligned content lessons, and review the MTSS platform. ● Weekly lesson plan review and feedback provided by facilitators and administrators ● Walkthroughs conducted by facilitators and administrators utilizing a common walkthrough form ● Designated time for an Academic Enrichment/Remediation block. ● Cluster based group to create inclusive opportunities where students are receiving instruction at a high level with scaffolding for those students who need the support.

#### **How do you know?**

Based on our 2021-2022 EOG & EOC GLP scores indicate the following: ○ Reading Composite---45.5%, increase of 7.6% ○ Math Composite---44.3%, increase of 11.5% ○ Science Composite---57.0%, decrease of 19.8% ○ Math 1 Composite---96.3%, increase of 10.6% ● See chart for details.

#### **In which subjects and grades do students do best, and why?**

Math 1---Only scholars that had the historical data to show that they would be strong candidates for Math 1 were placed in this course. Math 1 and the Academic Enrichment block were put in after each other on the master calendar so scholars had more time with the Math 1 teacher. Students in grade 7 performed at 100% proficiency level on the Math 1 EOC and the 7th EOG. ● Reading scores show a slightly higher proficiency than math scores when looking at non-accelerated courses. Reading scores also show more success in subgroups. ●Grade level math classes have shown growth.

#### **In which subjects and grades is improvement needed, and what action is currently being taken?**

● Weekly Grade-Level Data Meetings- During this meeting, grade levels review and analyze both academic and attendance data. Collectively, teachers use this data and this time to plan lessons and remediation strategies to meet the specialized needs of scholars ● Teachers are utilizing honors curriculum with all students to ensure content is rich and challenging. Teachers are working to provide strategic differentiation for all students, with co-teaching when needed. ● With obtainment/continuation of current data, work to create enrichment, extension and remediation time during SEL learning. ● Hiring of

Math Coach to support Math teachers with remediation and enrichment activities. Strategically coaches and supports teachers. ●8th Grade Science will need to make improvement. Actions that are in process are additional resources for content and also hands on applications. ● Professional Learning Communities (PLCs) that meet consistently to analyze data and plan aligned content lessons

### **Is there evidence of disparities in student achievement by subgroups?**

If so, what action is being taken? Evidence of disparities in student achievement is present in the following subgroups---Black, Hispanic, EL, EC. ● MTSS is in place to ensure students are receiving appropriate supports and interventions. ● Embedded honors, inclusive of cluster groups, has been implemented. Teachers are utilizing honors curriculum with students to ensure content is rich and challenging. Teachers are working to provide strategic differentiation for all students, with co-teaching when needed. Differentiation of the classes allows for a positive educational mindset to develop, strategic clustering of like students, and intentional supports put into place. Sedgefield Middle School 2022-2023 Comprehensive Needs Assessment ● With obtainment of current data, work to create enrichment, extension and remediation time during SEL learning. ● Hiring of Math Coach to support Math teachers with remediation and enrichment activities. Strategically coaches and supports teachers

### **How is your school addressing the specialized needs of EC and EL students?**

Sedgefield Middle School is addressing the specialized needs of the EC population through co-taught courses in each grade level focusing on Mathematics and English Language Arts, with direct support for students provided as needed. The EC department Compliance Facilitator works diligently to ensure that all IEPs are up-to-date and available to our teachers as well as works one on one with several scholars via check-ins to make sure that they are growing on the right track. ● Our Multi-lingual learners population is served through literacy focused language labs specializing in lower level and mid-level scholars in order to prepare them for ACCESS 2.0 testing and EOY testing. Scholars receive push in grade level assistance in their Mathematics/ELA courses and scholars who are exited from the program have check in appointments during academic enrichment. The EL Chair works to provide our teachers with ample opportunities for professional development in order to differentiate their lessons to best serve our ELs. ● Both our EC and EL departments are represented on our school instructional leadership team and contribute to the work done within that committee.

### **How does your school use student performance data to take and adjust actions to improve student achievement?**

Sedgefield Middle school uses student performance data each week in their grade level data meetings in order to plan lessons, academic enrichment and assessments for the following week. Facilitators and Administration use MTSS protocols and scholar work to acknowledge past successes and to identify gaps that need to be addressed. Teachers use MAP, EOG, ACCESS, Centerpoint as well as Exit Ticket and Formal Assessment (Unit Tests) data to group scholars for academic enrichment and remediation.

### **How does your school allocate available resources to improve student learning and achievement?**

Sedgefield Middle School allocates available resources such as teaching assistants and additional support personnel in those content areas that are “high stakes” testing areas such as Mathematics, English Language Arts and 8th grade Science. These additional personnel allow scholars more individualized attention and allow for remediation and reteaching of concepts. These types of allocations are decided on by the instructional leadership team/administration after examining current grade level/content area data. Sedgefield also allocated funding for a Math Coach to give additional support to the math teachers. ● Sedgefield Middle School also allocates monetary resources towards professional development for its teachers in all the content areas and disciplines. This exposes our faculty to rigorous, innovative new strategies which are expected from our scholars academically.

## **2. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement?**

**How do you know? (Feedback: Summary data for walkthroughs. Add a teacher percentage or list what helps to increase. Queens.)**

Sedgefield Middle School provides effective quality of teaching and instruction that is focused on differentiated instructional curriculums to support the needs of the student demonstrated. Sedgefield Middle School has teachers that are trained in content and experienced teachers. Sedgefield Middle School has teachers utilize core curriculums in both ELA and Math to create a common grade-level experience, providing enrichment, extension, and remediation to ensure that we are providing responsive instruction. Teachers work to plan utilizing the Visible Learning structure to ensure that engagement, reflection and responsive teaching are part of each lesson. Content teachers work to plan with facilitators, Dean of Instruction and lead teachers to ensure various perspectives and supports are captured to provide the best holistic support. Teachers are provided weekly planning in a PLC format, and receive ongoing modeling and coaching to continually develop and fine tune their craft. Teachers use both formal and informal data to monitor the progress towards achievement. Benchmarks utilized are the MAP test (fall, winter, spring), EOG data, EVAAS data, exit tickets, observations, and reflection activities of students.

### **Which are the strongest features of teaching and learning and why?**

Strong features of teaching and learning are as follows: Specialty trained and certified staff members, inclusive of EC, AIG, National Board Certification, Reading specialty, etc---allows for supportive measures to be put in place to ensure inclusive planning is occurring. ● Experienced teachers---allows for teachers to navigate the content and social emotional needs of the students as we work to best support students. Experienced teachers are also able to mentor new staff members to ensure they are empowered to support a diverse classroom. ● Core curriculum---creates a baseline for teachers to lead from to ensure standards are provided on grade level for each student.

Partnerships with Experts---partnerships with experts allows for our teachers to receive continual training and support to continue their professional growth to best support students. Educational experts are inclusive of both internal departments such as Advanced Studies and external organizations/leaders in various fields of education.

Professional development to increase teacher's instructional capacity to enrich and scaffold.

### **What aspects of teaching and learning most need improvement and what action is being taken?**

Areas of teaching and learning needing the most improvement: ● Providing responsive instruction to students to encourage engagement and growth in all students. ● Achieving proficiency for students who demonstrate academic potential to create growth across all groups. ● Moving from a teacher led classroom to a teacher facilitated classroom.

### **How do teachers assess students' achievement of learning objectives and adjust instruction with assessment information?**

Teachers assess students' achievement of learning objectives through the following strategies: ● Pre-assessments prior to start of unit ● Exit ticket data of daily understanding ● Formal data metrics such as MAP testing (fall, winter, spring) ● Reflective conversations, writing, etc to focus on the student qualitative response ● Formal/common assessments. Once data is gained, teachers work to create groups to support learning of specific needs.

### **How do your teachers ensure a broad range of learning experiences for all students?**

Teachers work to leverage a variety of instructional strategies that provide students the opportunity to experience depth, complexity, perspective and challenge as appropriately determined. Teachers work to monitor performance on rubrics and through reflective feedback.

### **3. How effective is the school in establishing a high quality partnership with parents, other schools and the community?**

#### **How do you know?**

Sedgefield Middle School is highly effective in establishing high quality partnerships with our parents, other schools and the community. We have monthly community partnership meetings that we bring together not only community partners and faith-based partners, but internal partners (CIS, PTO, etc.) and work on how we can improve three areas: parent, staff and student. We currently have 30 active community partnerships that include Myers Park United Methodist, Atrium Health, Big Brothers/Big Sisters, Chick-Fil-A (South End), Sedgefield Methodist Church, South End Rotary and Harris Teeter. The school is continuing to expand on community partnerships with Publix and Johnson and Wales University. The PTO is helping us with establishing high quality partnerships through their capital campaign and organization. This year our PTO has an active executive board that is recruiting, supporting and expanding ideas for the current school year and beyond. They are active in fundraising and staff support. Sedgefield Middle School uses informal surveys with partnerships and parents as evidence of feedback and a successful year.

#### **Which are the strongest features of communication between home/school about the school's work and about each student's achievement? Why?**

1. Connect 5 and Parent Square messages to parents on Sundays by Mrs. Miracle 2. Weekly Connect 5 messages to parents from administrators. 3. Parent Square Communication Board with weekly updates 4. School Website 5. PTO Newsletter- Spartan Express 6. PTO Website 7. Social Media Platforms (Facebook, Instagram) We believe that these features of communication are strong due to the fact that we are able to connect with parents through a variety of methods . Also, these methods allow parents to check with their students on how things are going and keep updated with grades and upcoming events at the school. Connect 5 and Parent Square allow us to communicate with our Spanish or other languages.

#### **What needs improvement and what action is being taken?**

1. Parent Engagement at school events (academic events) - Action being taken to improve this by connecting academic events with in-person events. Also have partnerships donate prizes to raffle off during the event. 2. Having translators to assist multi-lingual learners parents during academic events (curriculum night, conferences, etc.) 3. Working with outside organizations to increase parent engagement. 4. More community outreach work.

Feedback: Barriers: Most events occur virtually and in-person. Times are set to help with parent work schedules. Access to virtual. Transportation. Events in neighborhoods. Parent Square has a setting that will drop off parents that have not verified. Could add to failure letters to check to see if parents are connected. 19 parents are still not connected to ParentSquare. (synced with PowerSchool). 96% connection through ParentSquare. CMS is moving all schools to ParentSquare.

#### **What aspects of the school's work to involve parents/guardians and the community in the life of the school work best? Why?**

The school uses several methods of communication that are working well. These include, but are not limited to, Weekly Parent Square messages to parents on the weekend by Mrs. Miracle and administrators, Parent Square Updates and teacher websites (Canvas). By providing communication to parents in Spanish, this allows for parents to be aware of school matters in their native language. 6.0% of our scholars are MLL and 12.1% of our scholars are Hispanic. Having events that can be both virtual and in person (when district allows) also works well with our parent engagement so that parents that might be able to get to the school and still listen and participate virtually.

#### **What needs improvement and what action is being taken?**

At this time many of the tools we are using for parent communication are being utilized and useful. However, they can also be refined and used even more so. This includes Parent Square messages, curriculum nights, and communication in Spanish. There are also other tools such as PTO Website that can be used to update parents and staff. The school is also engaged in working with SchermCo to work on parent engagement at the

school. The organization will work with parents and the school to create events that encourage better parent turn out. The school administration is also engaging community stakeholders through neighborhood association meetings that occur quarterly and a community partnerships meeting that takes place monthly.

## **VI. PTO Update**

- Empower Extraordinary has raised \$55,000 corporate sponsorships. Hoplite Booster Club is supported through corporate sponsorships.
- Family campaign goal of \$50,000. To date, have raised \$30,000. Encouraging families to donate online.
- Have a community partner willing to pitch in \$10,000 if goal is met.
- Taco Mama is a corporate sponsor and is hosting a spirit night on 9/26. 25% of profits go to SMS.
- Jersey Mike's Spirit night on Wednesday - 10% to SMS.
- Will finalize PTO budget in October to present to board for vote. Will then present at General PTO meeting on 10/25. This meeting will be virtual
- Teacher appreciation - Teachers received a \$20 Amazon gift card and staff lunch. PTO also sponsored the Woohoo cart.

Upcoming Dates:

10/4: Behavior Incentive

10/7: Attendance Celebration

10/21: Fall Festival & Pep Rally.

November - A/B honor roll celebration

## **V. Adjournment**

10/10/22 next meeting on Zoom. 3:45 p.m.