

Sedgefield Middle School SIT Meeting Agenda September 13, 2021

Meeting Invitees: Tracie Algood, Ashley Barrow, Robin Beach, Molly Bilderback, Madalyn Cowan, NaKreshia Cox, Cynthia Dick, Catherine Eldridge, Lindsay Jones, Demeka Kimpson, Ann-Miller Mattocks, Latoya McCants, Angela McNair, Sheena Miracle, Meredith Murchison, Betsy Oliphant, Kelly Rodriguez, Eric Tornfelt

Meeting Facilitator: Molly Bilderback, SIT Chair

Sedgefield Middle School 2020-2021 SMART Goals:

- 50% of SMS scholars will be GLP on the NC EOG Reading Test
- 40% of SMS scholars will be GLP on the NC EOG Math Test
- 100% of SMS scholars will be GLP on the NC EOG Math 1 Test
- 65% of SMS scholars will be GLP on the 8th Grade NC EOC Science Test

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 – Zoom Picture

III. Approval of August 30, 2021 Meeting Minutes

IV. Academic Business – Sheena Miracle, Principal

a) Student Morale

Teachers are now able to place students in the cafeteria to support social emotional development. Seating charts MUST be maintained to ensure contact tracing can occur.

Adjustment to HAC is to be provided in a similar manner the CL2 middle schools are offering it. Materials may be used; however, if interacting with other students masks need to be maintained as a precaution.

Clubs are scheduled to begin October 8th, 2021 and proceed to Thanksgiving week. Clubs will resume February 1 and run until Spring Break.

Student Council elections will be held in the next two weeks.

- Homecoming/Spirit Week to be held the last week of September.

b) Embedded Instruction

Reading pass rate re-norm 5 reading 95%. Proficiency 51% to pass. Compared to Map data to building clusters.

7th grade – Math 1 absorbed them. Maturity gap is not a noticeable in 7th grade.

Teachers are working to collaborate with Ms. Eldridge, Ms. Crutchfield, Ms. Henry, EC leads, EL lead and content teams to continue their implementation of instructional systems. EC teacher vacancy & long term sub vacancy. Title I roll-over dollars can be for math or reading. Reposition ISS to one-on-one tutoring support.

Clusters have been reviewed based on behaviors and personalities to make adjustments to ensure engagement and distractions are limited during the learning environment. Mentoring and restorative practices will begin being implemented by the BMT and student support staff.

Model is built off of the School-wide Cluster Grouping Model which is a systematic gifted instructional model. Priority - 6th grade changes due to EOG scores and maturation points. Balance out of independence movement. Few students sit in the middle range.

Most of SMS students in higher or lower range – Math.

Regroup in to cohort classes and embed enrichment. Separate homeroom. Curriculum replacement. Teacher cluster in classes due to some students will be ready for Math 1. Skill set rapid – don't need reinforcement. Math & ELA will be 27-29 students. Other classes will be 15-17 students. Roll for 6th grade on Monday, 9/20/21.

Seventh came with identified supports re: different blocks – teacher.

Eighth grade few sections. Going to talk with Ms. D. concerning this.

- Corrective PD and guidance has been provided for the staff at the September 8th staff meeting and in PLC planning:
 - Intentionality of grouping students within classrooms. Students do not serve as teachers.
 - Product assignment differentiation utilizing advanced curriculums and strategies.
 - Facilitation vs Direct Instruction
- Professional development has been held or scheduled to be held with:
 - Advanced Studies Department---PLC Planning and Collaboration---Benna Has and Lisa Pagano, September 9th, 2021.
 - Tamara Stambaugh, *Vanderbilt*,---a leading researcher, curriculum writer, and gifted instructional model leader---collaboration and training specially designed for Sedgefield Teachers---November 1 and 2, 2021.
- EOG analysis in reading and math for the whole school has occurred. Significant variance in achievement for subgroups, including Black, Hispanic, EL, EC.
- Monitoring and reflection occurring daily with teams to provide immediate corrective actions and support for implementation.
- Next Steps:
 - Systematic Walk-Throughs to occur in specific areas to identify needs for modeling and support.
 - Advocacy to fill positions that continue to remain vacant---EC
 - Identify additional opportunities for uniquely leveraged positions---ISS (supportive guidance in classroom); Enrichment tutor.

Administration of the MAP assessment---consideration given to create an accelerated Math cohort for grade 6 PENDING data collection

c) Health Report

- School has had eight positive student cases and one positive teacher case. Currently have 11 - 15 students in identified in quarantine. One quarantined staff member. Not a cluster. On-going absences (regular absences). Some buildings closing electives as they can not staff the classes.
- Cases are trending to be community based and a cluster has NOT been identified in our building.
- Canvas courses are in place to support students if a teacher is absent, whether it be scheduled, emergency, or COVID related.

V. School Safety Plan – Eric Tornfelt, Assistant Principal

Kelsi VanDyke – Sherm Co. Parent engagement project. Data to be used to identify parent needs, resources and then will create events re: parent engagement.

All CMS schools have to create a Safety Plan – crisis team members, first responders, CPI trained staff, threat assessment/suicide assessment, defibrillator location, updates yearly.

Fire, police, Duke Energy, Piedmont Natural gas - contact numbers.

Lockdown, modified lockdown to evacuation. Level I – football field; Level II SUMC; Level III Calvary Church, Bojangles Arena or another area deemed by executive staff.

Fire safety, tornado drill, 2020 tornado at SMS. Preparation for staff & students.

Infectious diseases respond.

Death of student or staff on or off campus.

Accident serious injury or illness.

Suicide.

Fire drill plan and map of exists.

VI. School Improvement Plan (SIP) – Catherine Eldridge, Academic Facilitator

New SMART Goals –

Goals rolled over from previous year. Several goals that SMS has no say – embedded planning and lunch.

Comprehensive Needs Assessment by leadership team. Part of Title I compliance and focus on guidance. https://docs.google.com/file/d/1troKeH1C-xlEHchH2tIC_sSgdBCsyvxt/edit?usp=doclist_api&filetype=msword

Q1. 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 an 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.

Feedback to add: Driving forces for scores – by individuals or by groups? Information on data charts below. Partly the reassignment. 8th graders from last year heavier on EL population as compared to this year.

By grade level our students outperformed the district. Growth is by school not by individual children at this time.

Capturing in overarching goals will assist in meeting this goal head on.

No EOG on each child, but will have a common experience with MAP information. Already doing enrichment daily instead of waiting on scores to start new enrichment. Continue with current progress that's happening daily.

Improvement needed or action taken - across the board. 1, 2, 3, 4 blocks. Pattern of excelling in certain subjects. We need to see all students are proficient in all areas.

Q2. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement?

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.

Feedback to add: Broad range of learning experiences – more specific than variety of instructional practices. Lots of PD with new model. Lisa Pagano PD. Advance studies. Holistic categories and then specific within the indicators.

Working together staff to provide consistency for students across grade levels. Strong feature of consistency or how do we know section.

Teaching and learning that needs the most improvement – actions? PD, PLC, etc.

Q3. How effective is the school in establishing a high quality partnership with parents, other schools and the community?

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. Sedgfield Middle School uses informal surveys with partnerships and parents as evidence of feedback and a successful year.

Feedback to add: Things to improve upon: Work we do engaging with actual communities

SchermCo, parent engagement. Connect 5/Blackboard – standard CMS robo-call platform for district information prior to Parent Square.

Take action – clarify connected academic events are electives academic events. Demonstration of learned objectives in contents. Performance night verbage – connecting academic events with in-person events such as athletics, performance events.

Social media platforms to be reflected in the plan.

Virtual feature to have events that are both in-person and virtual when allowed. Parent engagement policy was added as options. Screencast as opposed to Zoom call that may fade in and out.

Charts at the end of the documents that were previously discussed.

Title 1 compliance. Return to for SIP Goal Tasks.

NC Star Indicators - Jam Board

A 1.07 All teachers employ effective classroom management & reinforce classroom rules procedures by positively teaching them.

A 2.04 Instructional teams develop standards aligned units instruction for each subject & grade level.

A 4.01 The school implements a tiered instructional system that allows teachers to deliver evidence based instruction aligned to the individual needs of student across tiers.

A 4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

A 4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade to grade and level to level.

B 2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.

B. 3.03 The principal monitors curriculum & classroom instruction regularly and provide timely, clear and constructive feedback to teachers.

C 2.01 The LEA/school regularly looks at school performance data & aggregated classroom observation data & uses that data to make decisions about school improvement & professional development needs.

C 3.04 The LEA/school has established a systems of procedures & protocols for recruiting, evaluating, rewarding and replacing staff.

E 1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of curriculum of the home (what parents can do at home to support their child's learning).

VII. Other Business

a) PTO Update – Ann-Miller Mattocks, PTO Co-President

Goal for co-operation was \$40,000. Surpassed \$47,500 committed. Two more corporate sponsored committed hope to be closer to \$50,000.

Family giving kicked off on Tuesday. Push hard on campaign. \$40,000 goal for individual giving to reach \$80,000.

General PTO 9/21/21 meeting on Curriculum Night.

Meet after Curriculum night 10/5/21 present budget & approve.

10/1/21 celebration to wrap up Spirit Week. Sweet treat, music – for students. Ideas in works.

Fall event in October – Trunk or Treat family event.

Parent Engagement Survey @ 60 families interested in learning more about PTO.

Kelly Van Dyke from SchermCo. kelsey@scherm.co

Student led conferences with students/parents where students advocate for themselves.
E 1.06 is parent engagement.

VIII. Adjournment – Next Meeting September 27, 2021 at 3:45 p.m.