

2021-2022 State of the School Report

Sedgefield Middle School



Principal Name

Sheena Miracle

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	45.8	15.4	5.6	85.5	<5	15.0
	CCR	30.7	<5	<5	64.5	<5	<5
Grade 7	GLP	45.2	15.8	9.1	88.2		6.3
	CCR	33.3	5.3	<5	72.5		<5
Grade 8	GLP	22.5	18.5	21.7	46.2	7.5	<5
	CCR	5.3	<5	<5	15.4	<5	<5
School	GLP	37.9	16.5	17.3	82.9	5.2	8.3
	CCR	23.0	<5	<5	62.9	<5	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 6	GLP	42.5	5.1	5.9	88.2	<5	<5
	CCR	35.8	<5	5.9	75.0	<5	<5
Grade 7	GLP	38.9	<5	9.1	88.2		<5
	CCR	33.3	<5	<5	78.4		<5
Grade 8	GLP	16.1	6.3	17.4	50.0	12.8	<5
	CCR	8.7	<5	11.6	33.3	<5	<5
Math I	GLP	85.7					
	CCR	57.1					
School	GLP	32.8	<5	14.4	84.9	8.8	<5
	CCR	26.2	<5	9.3	72.7	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 8	GLP	37.2	31.7	34.8	75.0	18.4	15.4
	CCR	28.4	23.8	29.0	50.0	7.9	15.4

EOG School Composite	35.6
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, Sedgefield students in grades 6-8 will meet 65% GLP and a 50% CCR in Reading as measured by performance on End-of-Grade Exams. . (A1.07, A2.04, A2.05, A4.01, C2.01)

By June 2022, Sedgefield students in grades 6-8 will meet 60% GLP and a 50% CCR in Math as measured by performance on End-of-Grade Exams. (A1.07, A.2.04, A2.05, A4.01, C2.01)

By June 2022, Sedgefield students in grade 8 will meet 65% GLP and a 50% CCR in Science as measured by performance on End-of-Grade Science exam. (A1.07, A2.04, A2.05, A4.01, C2.01)

By June 2022, Sedgefield students in grades 7-8 will meet 95% GLP and 90% CCR in Math 1 as measured by performance on End of Course Exams. . (A1.07, A2.04, A2.05, A4.01,C2.01)

By June 2022, Sedgefield Middle School will meet attendance rates for scholars at 95% on a daily basis. (E1.06 and C2.01)

By June 2022, 75% of students in 6th-8th grade will meet or exceed projected growth from the beginning of the year on MAP assessment in both reading and math. (A1.07, A2.04, A2.05, A4.01,C2.01)

III. CHIEF CHALLENGES

- Student behavior - Upon the return to in-person learning, there has been an increase in behaviors observed. The school is working to implement interventions and alternative strategies in order to teach appropriate behaviors and hold students accountable.
- Teacher support - Teacher vacancies have been filled with new teachers or teachers working on alternative licensure. With lack of experience and expertise, there is a need to provide additional support for teachers to learn management as well as teaching strategies.
- Teacher knowledge - With new hires, there is also a gap in content knowledge or how to effectively facilitate lessons and teach content. Additionally, English and Math teachers are still learning how to implement the district-approved curricula.

IV. PLANS FOR THE YEAR: SIP ACTIONS

The school team has intentionally built intervention time within the master schedule to help to provide differentiated experiences for students. In order to support teachers, responsive coaching practices have been implemented in order to provide the necessary training and guidance to enhance teaching practices. Administrative support and coaching is also provided within PLC team meetings. Through the Social-Emotional Learning block as well as other interventions, students receive support to help be successful in middle school. Communication structures have been enhanced in order to increase parent engagement and participation within the school community to foster student achievement.