

Comprehensive Progress Report

Mission: At Southeast Middle School, we challenge students to use their minds well, providing them with the curriculum, instruction, assessment, and support they need to meet rigorous academic standards. Students can achieve their full potential in academic, creative, personal, physical, and moral development. We are responsive to students' developmental needs, engaging them in independent inquiry, reflective thinking, cooperative learning, and informed decision-making. They learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems. Our students are encouraged to be 21st century learners, good decision makers, and contributing participants.

At SEMS, we facilitate a personalized education in a safe, supportive,
technology rich environment that promotes ownership
by the learner and individualized investigation of concepts.

Vision:
We are committed to building an environment where students show respect, exercise integrity, maintain self-control,
and seek excellence in all they do.

Goals:
By June 2024 Southeast Guilford Middle will increase the school performance composite from 51.8%to 55%
By June 2024, Southeast Guilford Middle staff will better understand the alignment of MTSS teaming structures and how to properly identify at risk students and provide academic, and behavioral interventions. Evidence of MTSS strategies and interventions will be observable in all classrooms.
By June 2024 Southeast Guildford Middle will decrease lost instructional days due to ISS/OSS by 10 % from 601 days to 540 days.
By June 2024, Southeast Guilford Middle will decrease the chronic absenteeism from 35.9 % to 30%.
By June 2024, 8th grade math proficiency will increase from 8th Grade Math from 23.7% to 25%



Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Core teachers have worked to develop common classroom rules and procedures based upon schoolwide expectations. New procedures were put in place in 2023 for bathroom passes, and hall passes	Limited Development 10/23/2023		
<i>How it will look when fully met:</i>			Discipline data will be reviewed quarterly based upon location and rules broken		Jennifer Linden	11/06/2023
Actions				0 of 1 (0%)		
	10/23/23		• Use data from Educator’s Handbook to identify most common administrative actions resulting in OSS		Jennifer Linden	06/12/2024
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
!	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Implementation of HQIM , EL Imagine and Open Up.	Limited Development 10/24/2023		
<i>How it will look when fully met:</i>			Walkthrough data will show gradual implementation of both adopted curriculums		Alyssa Harris	01/08/2024
Actions				0 of 1 (0%)		
	10/24/23		Administration and CF, will conduct walkthroughs of ELA and math classes,, to collect data on implementation of HQIM		Alyssa Harris	01/08/2024
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	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:			Implementation of EL: Imagine curriculum will help focus on student responses to instructional practices for the school to improve the success rates of struggling students. Content area PLCs meet with administration and CF to create and score common assessments and quality tasks. Small group instruction occurs to both remediate and enrich as needed. Formative assessment data is used to drive instructional decisions.	Limited Development 08/09/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			Students that are determined to be "at-risk" through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be a non-responder to supplemental interventions, they will receive intensive interventions as well.		Alyssa Harris	06/07/2024
Actions				0 of 2 (0%)		
	5/2/22	Math and ELA PLCs have implemented the use of NWEA data into each meeting to determine both growth and if there is a need to reconsider the students receiving small group instruction during SOAR. Teachers come prepared with their data to make these instructional decisions.			Alyssa Harris	06/03/2024
Notes:						
	10/23/23	<ul style="list-style-type: none">• Implementation of new EL curriculum and Open up curriculum• PLC’s: analyzing curriculum, assessments, and data• Targeted interventions for student’s based on MAP data during Soar• Use of Achieve 3000 for individual standards-based assignments• Use of Delta Math and Zearn for individual standards-based assignments <ul style="list-style-type: none">• EC teachers add your curriculum and progress monitoring			Alyssa Harris	06/07/2024
Notes:						
Implementation:				06/25/2018		

Evidence	9/1/2017 PLC Agendas/Minutes Common Assessments Lesson Plans			
Experience	9/1/2017 Standard Maps and GCS Pacing Guides were used at PLCs to help guide instructional decisions and planning. We will continue to explore ways to embed higher level questioning and opportunities to respond into lesson plans. We will also continue to refine our implementation of formative assessments to reflect on where students are in their mastery of standards. The data is also considered for remediation and enrichment purposes.			
Sustainability	9/1/2017 Review of our EOG / NCFE data to make instructional decisions. Use of new GCS Curriculum Guide and continued discussions about the GCS core beliefs.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
		B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 08/09/2016		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:			The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.	Objective Met 10/23/23	Kevin Conaway	06/06/2024
Actions						
8/30/17			The District School Improvement Team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.	Complete 09/13/2019	Kevin Conaway	06/14/2021
Notes:						

9/17/19			The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district. June 2020	Complete 06/12/2020	Kevin Conwaway	06/12/2024
Notes:						
Implementation:				10/23/2023		
Evidence			10/23/2023			
Experience			10/23/2023			
Sustainability			10/23/2023			
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			The School Leadership Team meets monthly. Additional meetings occur on an as needed basis.	Limited Development 10/02/2020		
How it will look when fully met:			Evidence of this objective will be minutes from our School Leadership Team meetings. It will also include communication with the staff of decisions made by the team and also requests for feedback from the staff.		Alyssa Harris	06/08/2024
Actions				0 of 1 (0%)		
10/2/20			Monthly Leadership Team meetings will implement the format of the Indistar agenda. Additional school business will be included on the agenda as needed. The Leadership Team representatives will communicate with their assigned groups to distribute information and seek feedback when needed.		Alyssa Harris	11/06/2023
Notes:						
Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Core teams have been established. Instructional planning occurs daily.	Full Implementation 10/24/2023		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	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
Initial Assessment:			developing content specific walkthrough documents with collaboration from teachers	Limited Development 09/12/2022		
How it will look when fully met:			Walkthrough documents and walkthrough data		Kevin Conaway	06/12/2024
Actions				0 of 1 (0%)		
	10/23/23		Use of district walk through apps and school based walkthrough and feedback		Kevin Conaway	06/12/2024
Notes:						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We use PLCs as a platform for sharing school wide data as well content area common assessment data. Staff meetings and Grade Level meetings also address ongoing data reports based on current assessments. Although we analyze and share the data, as a SELF team we need to determine school wide needs for professional development based on academic and behavioral trends we note from the data.	Limited Development 08/09/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Guilford County Schools looks regularly at school performance data. An area that needs improvement is looking at classroom observation data. At the present time, there is no district walk though tool and therefore the district is unable to review classroom observation data. Additional improvement is also needed with our teacher evaluations and principal evaluation data for calibration purposes.		Kevin Conaway	06/12/2024
Actions				3 of 5 (60%)		
	10/31/23		Use of EVAAS data to determine staff members who need additional guidance and support with planning, teaching, and evaluation.		Kevin Conaway	12/08/2023

<i>Notes:</i>				
12/17/20	A 2.01- Instructional Teams meet regularly (eg twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.	Complete 06/04/2021	Alyssa Harris	06/04/2024
<i>Notes:</i>				
10/23/23	Administration and CF meet with staff in content area PLCs on an ongoing basis. The administrative team oversees specific content areas to customize support for the needs of our content teachers. Formative assessment data, common assessment data, and GCS Interim data is used to drive instructional decisions.		Alyssa Harris	06/07/2024
<i>Notes:</i>				
9/25/17	Administration performs classroom walkthroughs, formal observations, and are active participants in content area PLCs. Administration provides support and feedback as needed.	Complete 06/12/2018	Alyssa Harris	06/12/2024
<i>Notes:</i>				
9/25/17	Administration and CF meet with staff in content area PLCs on an ongoing basis. The administrative team oversees specific content areas to customize support for the needs of our content teachers. Formative assessment data, common assessment data, and GCS Interim data is used to drive instructional decisions. Use of the suggested Data Protocol is used to identify weak standards and students who need tiered support.	Complete 06/12/2018	Jennifer Linden	06/12/2024
<i>Notes:</i>				
Implementation:		10/12/2021		
Evidence	6/25/2018 Quality Task samples SchoolPace data PLC minutes/agendas Math / Science lesson plans			
Experience	6/25/2018 PLC meetings focused on Quality Tasks to drive instruction toward mastery of standards. ARC was implemented and data was entered. ELA teachers used the SchoolPace data for individual student conferencing and small group instruction. 8th grade Math and Science teachers attended district PD. Review of EVAAS data and projections were used for remediation and enrichment.			

Sustainability	6/25/2018 Ongoing focus on interpreting data and becoming more comfortable with Data Literacy.			
-----------------------	---	--	--	--

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
!	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			SEMS has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff	Limited Development 10/24/2023		
How it will look when fully met:			Leadership team will review any open positions as well has rewarding teachers		Kevin Conaway	12/04/2023
Actions				0 of 1 (0%)		
10/24/23			December Leadership Team meeting will discuss any potential new hires for 24-25 school year		Kevin Conaway	12/04/2023
Notes:						

Core Function:			Dimension D - Planning and Operational Effectiveness			
Effective Practice:			Resource Allocation			
	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
Initial Assessment:			Within the 2023-24 school year, our school identified the following resource inequity with our SWD subgroup when it comes to proficiency in math and Ela. . As a result, our school plans to mitigate this inequity by the use of Fastbridge, numbers world, Language, Achieve 300 and Zearn	Limited Development 10/24/2023		
How it will look when fully met:			Leadership Team will meet in January to review student data from these various curriculums.		Tyrelle Lee	01/01/2024
Actions						
Notes:						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:			SEMS uses a variety of ways to communicate with parents in our community. The use of online platforms have been implemented to reach our students and parents. These include Class DoJo, Facebook, our school website, and email contacts. ConnectEd messages are also utilized to be sure our students and parents receive up to date information and updates. In this time of remote learning we have made it a priority to be sure parents understand how to assist our students with accessing live teaching, daily assignments, and PowerSchool to check on student progress. We have also made it a priority to be sure parents feel supported by our staff in our contact and communication efforts.	Limited Development 10/02/2020		
			Priority Score: 1 Opportunity Score: 3 Index Score: 3			
How it will look when fully met:			We will know by having the majority of our parents signed up and registered for our online platforms. Communication logs will also be evidence of our interaction with parents. Other evidence will include attendance records from live teaching sessions and completion of assignments,	Objective Met 10/23/23	Kevin Conaway	06/08/2024
Actions						
10/2/20		Continue to reach out via online platforms and Connect Ed calls to keep parents aware of updates and changes with remote instruction and face to face instruction.		Complete 06/04/2021	Kevin Conaway	06/04/2024
Notes:						
Implementation:				10/23/2023		
Evidence		10/12/2021				
Experience		10/12/2021				

<i>Sustainability</i>	10/12/2021			
------------------------------	------------	--	--	--