

Comprehensive Progress Report

Mission: Inspire. Education. Tradition. Family

Vision: Inspire students to reach their highest potential by providing a school environment that is rich in rigor and relationships. Educate all students to strive for success inside and outside the classroom. Uphold a TRADITION that is built upon strong character, service, family, and community.

Goals:

By June 2025, Southeast will reduce the number of lost instructional days resulting from discipline referrals by 10% from 629 in 2023-24 to 566 in 2024-25. (A1.07, A4.06, A4.16, B1.03)

By June 2025, Southeast will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 29.8% in 2023-24 to 24.8% in 2024-25. (A4.06, A4.10)

By June 2025, Southeast increase overall high school Math 1 proficiency from 41.8% in 2023-24 to 44.8% in 2024-25. (A2.04, A4.01, A4.16, B1.03, B2.03, B3.03, C2.01, C3.04)

By June 2025, Southeast will increase English 2 EOC Proficiency from 54.9% in 2023-2024 to 57.9% in 2024-2025

By June 2025, Southeast increase overall high school Biology proficiency from 62.5% in 2023-24 to 65.5% in 2024-25. (A2.04, A4.01, A4.16, B1.03, B2.03, B3.03, C2.01, C3.04)

By June 2025, Southeast increase overall high school Math 3 proficiency from 84.7 % in 2023-24 to 87.7 %in 2024-25. (A2.04, A4.01, A4.16, B1.03, B2.03, B3.03, C2.01, C3.04)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	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 08/18/2016		
	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>	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.			Chris Scott	06/06/2025
Actions			2 of 3 (67%)		
	9/6/17	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. June 2019	Complete 06/15/2018	Mark Seagraves	06/15/2018
	<i>Notes:</i>				
	9/26/19	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 2022	Complete 06/14/2022	Mark Seagraves	06/14/2022
	<i>Notes:</i>				
	10/31/23	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.		Chris Scott	06/04/2025
	<i>Notes:</i>				
Implementation:			09/26/2019		
<i>Evidence</i>	9/26/2019				
<i>Experience</i>	9/26/2019				
<i>Sustainability</i>	9/26/2019				

	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
<i>Initial Assessment:</i>			The principal, teachers, CF, parents and students meet once a month as a whole body SLT. Subcommittees (School Improvement Plan, ILT and Attendance) meet monthly as well and report back to SLT.	Limited Development 09/26/2019		
<i>How it will look when fully met:</i>			When this objective is fully met, SLT will have established Core Instruction at Southeast using MTSS as their problem solving framework.		Chris Scott	06/06/2025
Actions				1 of 2 (50%)		
	9/26/19	SLT will work as a whole body and with its subcommittees to define Core Instruction at Southeast. Best practices for SEL, behavior and academics will be identified.		Complete 06/14/2022	Jamie Davis	06/14/2022
<i>Notes:</i>						
	9/9/22	SLT will work with its various problem solving teams to guide school improvement with meetings twice a month.			Jamie Davis	06/04/2025
<i>Notes:</i>						
	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
<i>Initial Assessment:</i>			Teachers meet twice a month in content area PLCs. PLC Minutes are submitted for each meeting. Teachers also meet monthly in planning period faculty meetings for school wide PD.	Limited Development 09/27/2019		
<i>How it will look when fully met:</i>			Teachers will continue to meet with their PLCs to focus on what students need to know and be able to do, how to plan instruction for the standards, design assessments and then review data and make corrective instruction plans when needed.		Jamie Davis	06/06/2025
Actions				4 of 7 (57%)		
	9/27/19	PLCs will submit their PLC minutes using the 2021-22 PLC Form.		Complete 06/14/2022	Jamie Davis	06/14/2022
<i>Notes:</i>						
	9/27/19	Teachers will meet monthly during planning period faculty meetings to be trained on MTSS, teacher clarity and feedback.		Complete 06/14/2022	Jamie Davis	06/14/2022

<i>Notes:</i>				
9/9/22	Teachers will meet monthly to be trained on teacher clarity and conduct learning walks to evaluates its implementation.	Complete 06/09/2023	Jamie Davis	06/10/2023
<i>Notes:</i>				
10/31/23	Teachers will meet monthly to learn about effective teacher feedback to promote student growth (SEHS Core Instructional Practice within Falcon Fundamentals).	Complete 06/04/2024	Jamie Davis	06/04/2024
<i>Notes:</i>				
9/3/24	Teachers will meet monthly to learn about research based strategies that engage students.		Jamie Davis	06/04/2025
<i>Notes:</i>				
9/9/22	Math 1, Biology and English 2 all have 4th block planning to allow for efficient PLCing. Math 3 teachers are split 2 and 2 so they have another colleague on planning at the same time to PLC with.		Chris Scott	06/04/2025
<i>Notes:</i>				
9/9/22	Each PLC will submit their PLC minutes via a Microsoft Form for data collection and admin review.		Jamie Davis	06/04/2025
<i>Notes:</i>				

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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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>		According to the TWCS, teachers are not satisfied with the evaluation process. Administration will work to provide more consistent evaluations with the expectation of timely feedback.	Limited Development 08/18/2016		
<i>How it will look when fully met:</i>		Teachers will have a clear understanding of their evaluation process including walk-throughs and formal observations. Administration will work to calibrate their efforts in attempts to provide more consistent and timely feedback. Evidence will be observed through improved teacher morale as measured by the NC Teacher Working Conditions Survey and improved proficiency on the three EOCs.	Objective Met 10/23/24	Courtnee Cox	06/06/2025
Actions					
	9/6/16	Provide Staff with Evaluation Orientation which included Evaluation Calendar, SBE Evaluation Policy, Evaluation Type, and Administrative Assignment	Complete 08/23/2017	Jamie Davis	08/23/2017

	<i>Notes:</i> On August 23, all staff members were provided a training on who their assigned observer was this year along with the evaluation calendar and what to expect when setting up a formal observation with SEHS administration.			
9/13/17	Develop and implement a new PLC form for PLCs to record and share their minutes with the administrative team.	Complete 09/18/2017	Jamie Davis	09/18/2017
	<i>Notes:</i> PLC form can be accessed here: SEHS PLC Minutes Form			
9/10/17	Implement an EOC PLC much like the effective AP PLC in its 5th year. The EOC PLC will meet to analyze benchmark data, EVAAS growth data, goal summaries, subscore reports, and share best practices as it relates to student preparedness and overall motivation.	Complete 09/19/2017	Jamie Davis	09/19/2017
	<i>Notes:</i> The EOC PLC will meet every third Tuesday of the month. In its infancy, principal and CF will plan and facilitate but the hope is that a teacher leader will rise.			
9/6/16	A tiered walk-through schedule will be provided with administrative team for data collection with a focus for each cycle.	Complete 09/30/2017	Jamie Davis	09/30/2017
	<i>Notes:</i> Seagraves provides weekly walk-thrus that allow for visibility and strategic support where it is needed most.			
9/28/17	All EOC teachers will attend the district's Focus Area PD to gain new strategies for effectively teaching their curriculum.	Complete 12/20/2017	Jamie Davis	12/20/2017
	<i>Notes:</i>			
8/15/17	Observed best practices will be highlighted in bi-monthly newsletter and additional effective best practices will be shared in the newsletter as well. This will allow administrators to monitor classroom instruction in a timely manner, highlight teachers best practices within the building, and follow-up on PD provided.	Complete 06/15/2018	Jamie Davis	06/15/2018
	<i>Notes:</i>			
9/6/16	Administrative PLC to discuss walk-throughs and evaluation of teachers to ensure consistency and timely feedback as well as targeted supports where needed.	Complete 06/15/2018	Jamie Davis	06/15/2018
	<i>Notes:</i> Every week, admin and CF meet to discuss a walk-thru schedule as well as debrief their walk-thrus and observations. The debrief data is then used to know where supports need to be provided.			
8/23/18	The school will create an Instructional Leadership Team to ensure that PLCs focus on data driven instruction.	Complete 12/01/2018	Jamie Davis	12/01/2018
	<i>Notes:</i>			

1/28/19	ILT will meet with EOC PLC to reflect on 1st semester data and make necessary adjustments for improved growth and scores for 2nd semester.	Complete 02/15/2019	Jamie Davis	02/15/2019
<i>Notes:</i>				
1/28/19	ILT will conduct instructional walk-thrus to monitor corrective instruction in EOC courses behind interim assessments.	Complete 03/08/2019	Jamie Davis	03/08/2019
<i>Notes:</i>				
9/27/19	ILT will complete the following tasks: -define academic practices for Core Instruction -support the use of the data protocol in the EOC courses -conduct learning walks to monitor teacher use of quality tasks	Complete 12/20/2019	Jamie Davis	12/20/2019
<i>Notes:</i>				
9/10/20	ILT will train the staff on the Falcon Fundamentals so that implementation of core instructional practices are consistent and high yielding.	Complete 06/14/2022	Jamie Davis	06/14/2022
<i>Notes:</i>				
9/8/22	A tiered walk-through schedule will be provided with administrative team for data collection with a focus for each cycle.	Complete 06/04/2024	Jamie Davis	06/04/2024
<i>Notes:</i>				
10/31/23	Admin and CF will use a walk-through form that allows for data collection, consistent feedback and prioritizes implementation of highly effective strategies outlined in the Falcon Fundamentals.	Complete 05/16/2025	Courtnee Cox	06/04/2025
<i>Notes:</i> Walk-through form: https://forms.gle/y6q1DsGc3UTrf3SXA				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
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
<i>Initial Assessment:</i>		School Response: Rewarding teachers and recognizing their efforts just needs to be a more conscious effort. Teachers need to be more informed of their evaluations. LEA Response: It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance.	Limited Development 08/18/2016		
<i>How it will look when fully met:</i>		Upon full implementation, SEHS teachers will be invested in their evaluation process and their efforts will be recognized and rewarded. Teachers will understand the vital role they play not only in educating and molding children but also the role they play as a teacher at Southeast. Evidence will be noted through improved teacher morale as measured in the NC Teacher Working Conditions Survey.		Kimmy Mitcham	06/06/2025
<i>Actions</i>			5 of 8 (62%)		
	9/12/16	Implement teacher recognition's that are provided by administration, fellow teachers and students.	Complete 09/21/2016	Jana Tasich	06/16/2017

Notes: Consider such acknowledgements as teacher of the month per admin, peer recognition, Brag Board in teacher lounge and a process for students sharing their thanks.

A Falcon Plate was created that is passed amongst faculty and staff each month. The Plate allows recipients to put their name on the plate and provide a special treat to the person they are recognizing.

9/12/16	Through school wide PD, teachers will become more familiar with their evaluation tool and the process SEHS administration will use for scheduling and following up on observations.	Complete 06/16/2017	Jana Tasich	06/16/2017
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Notes: Each administrator has pre (when needed) and post conferences with teachers to communicate expectations and provide clarity on the rubric.

8/15/17	The Climate and Culture Subcommittee will be created to focus on faculty and staff relationships in order to mitigate unplanned losses and plan for recruitment and replacement.	Complete 06/14/2021	Shawyn Newton	06/14/2022
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Notes:

9/16/21	The Climate and Culture subcommittee will create and analyze a staff survey that targets their views and thoughts on current leadership opportunities and asks for their help in creating more opportunities.	Complete 12/17/2021	Jamie Davis	12/17/2022
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Notes:

9/8/22	The SLT subcommittee for the Teacher Working Conditions Survey will analyze the 2022 data and provide action steps for improvement in 2 areas for 2024.	Complete 06/09/2023	Kimmy Mitcham	06/10/2023
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Notes:

10/31/23	Counseling will start weekly shout-outs so staff can publicly shout-out their colleagues for great work as well as Staff Spotlights.		Taylor Buettell	06/04/2025
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10/31/23	Monthly learning walks will allow staff to visit colleagues classes and provide feedback for future staff development.		Jamie Davis	06/04/2025
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10/31/23	Organizations (PTO and local churches) and school clubs (NHS) will hold monthly staff appreciation meals/activities.		Jamie Davis	06/04/2025
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Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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
<i>Initial Assessment:</i>		School Response: The School Leadership Team reviews the school performance every year to develop a professional development plan that meets the school needs. Proficiency data, discipline data, growth data and qualitative data from classroom observations and walkthroughs also help SLT make data driven decisions about our school. LEA Response: 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 through 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.	Limited Development 08/18/2016		
<i>How it will look when fully met:</i>		After data analysis, PD for the school will be created that leads to school improvement and meets the needs of teachers professional growth. Evidence will be improved proficiency and student growth.		Courtnee Cox	06/06/2025
Actions			6 of 8 (75%)		
	8/15/17	Southeast teachers will undergo a series of PD aligned to the Guide for Transformational Teaching and Learning that will lead to improved student achievement.	Complete 06/14/2019	Jamie Davis	06/14/2019
<i>Notes:</i>					
	9/27/19	Southeast teachers will undergo monthly PD focused on MTSS, teacher clarity and teacher feedback. As ILT and SLT develop Tier 2 Interventions, teachers will also be trained on its components for a shared understanding of interventions at Southeast.	Complete 05/24/2022	Jamie Davis	05/12/2022
<i>Notes:</i>					
	9/8/22	Teachers will participate in learning walks to observe best practices aligned to Falcon Fundamentals with a specific focus on teacher clarity.	Complete 06/09/2023	Jamie Davis	06/10/2023
<i>Notes:</i>					
	9/8/22	Teachers will undergo PD on teacher clarity to ensure each teacher and their student understands what they are learning and why.	Complete 06/09/2023	Jamie Davis	06/10/2023
<i>Notes:</i>					

10/31/23	Teachers will participate in learning walks to observe best practices aligned to Falcon Fundamentals with a specific focus on teacher feedback.	Complete 06/04/2024	Jamie Davis	06/04/2024
<i>Notes:</i>				
10/31/23	Teachers will undergo PD on teacher feedback to ensure each teacher and their student understands where their are gaps in student performance.	Complete 06/04/2024	Jamie Davis	06/04/2024
<i>Notes:</i>				
9/3/24	Teachers will participate in learning walks to observe best practices aligned to Falcon Fundamentals with a specific focus on strategies that highly engage students.		Jamie Davis	06/06/2025
<i>Notes:</i>				
9/3/24	Teachers will undergo PD on engaging instructional practices to ensure that students are carry the cognitive load required of the lesson.		Jamie Davis	06/06/2025
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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
<i>Initial Assessment:</i>		Although our school has implemented several programs that work to target students with varied needs, our data shows that much work needs to be done to ensure that proficiency and growth increase steadily. Staff will be trained monthly on MTSS as well as Social Emotional Learning Competencies.	Limited Development 08/18/2016		
<i>How it will look when fully met:</i>		1. SLT will review data and create a needs assessment for the school. 2. ILT will develop Southeast Core Instruction (as defined by MTSS). Evidence will take the form of decreases in achievement gap and increased growth in students across all tiers.		Lindsey Vega	06/06/2025
Actions			14 of 16 (88%)		
9/13/19		Development and communication of school wide core academic practices (MTSS).	Complete 08/11/2020	Jamie Davis	12/20/2019
<i>Notes:</i>					
9/13/19		Teachers will be trained on Unify as a means to collect the necessary data to provide remediation, maintenance, enrichment or interventions to students.	Complete 06/15/2020	Jamie Davis	06/15/2020
<i>Notes:</i>					

9/13/19	Development and communication of school wide score behavior practices (MTSS).	Complete 08/11/2020	Jamie Davis	06/15/2020
<i>Notes:</i>				
9/13/19	An Attendance Committee will work to develop attendance interventions when attendance proves to be a barrier for student academic success.	Complete 12/20/2020	Jamie Davis	12/20/2020
<i>Notes:</i>				
9/13/19	PLCs will meet at least twice a month to discuss data from CFAs/interim assessments to determine effectiveness of core instruction.	Complete 06/15/2021	Jamie Davis	06/15/2021
<i>Notes:</i>				
9/13/19	All teachers will be trained on MTSS to understand the role that core instruction plays in supporting all students.	Complete 06/15/2021	Jamie Davis	06/15/2021
<i>Notes:</i>				
11/4/21	Staff will be trained on Tier 2 interventions for academics (Math and English only), attendance, behavior and social emotional wellbeing.	Complete 06/07/2022	Jamie Davis	06/07/2022
<i>Notes:</i>				
12/4/20	A4.10 The school provides all high school students with academic supports (e.g. tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. Track attendance, behavior and failure reports to provide appropriate interventions at the appropriate time.	Complete 06/14/2022	Jamie Davis	06/14/2022
<i>Notes:</i>				
9/13/19	Development and communication of school wide social-emotional practices (MTSS).	Complete 06/15/2022	Jamie Davis	06/15/2022
<i>Notes:</i> Teachers will be trained on Social Emotional Learning Competencies and strategies to ensure core instruction is effective for 80% of students.				
9/13/19	Teachers will be trained on Southeast Core Instruction and the effective practices that must be used to ensure success and growth for 80% of students (MTSS).	Complete 06/15/2022	Jamie Davis	06/15/2022
<i>Notes:</i>				
8/15/17	1. SLT will review data and create a needs assessment for the school. 2. CF will visit EOC PLCs to explore their disaggregated proficiency and growth data to consider which tiers of support are necessary for students across all tiers.	Complete 11/10/2017	Jamie Davis	11/10/2022
<i>Notes:</i>				

2/12/20	A3.10 All teachers use assessment data and match instruction and supports to individual student needs by analyzing assessment data in PLCs, planning corrective instruction and using the data to plan for spiraling, tutorials and grade recovery.	Complete 06/10/2020	Jamie Davis	06/10/2023
<i>Notes:</i>				
9/6/22	Southeast staff will be trained on teacher clarity (core instructional practice) and participate in learning walks to see its implementation across the building.	Complete 06/09/2023	Jamie Davis	06/10/2023
<i>Notes:</i>				
10/31/23	Teachers will engage in professional learning around effective teacher feedback and participate in learning walks to see the implementation of feedback across classrooms.	Complete 06/04/2024	Jamie Davis	06/05/2024
<i>Notes:</i>				
10/31/23	The Learning Hub will provide interventions to students who are needing remedial support in courses as well as review prior to EOC and AP testing.		Courtnee Cox	06/04/2025
<i>Notes:</i>				
10/31/23	The school's Intensive Problem Solving Team will use standard treatment protocols to determine whether students needs academic interventions or referral to another problem solving team for attendance or emotional interventions.		Jamie Davis	06/05/2025
<i>Notes:</i> ISP members are Ashley Smith (school social worker), Hilary Rimel (psychologist), Jamie Davis (CF) and Deirdra Isom (counselor).				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		SLT developed a new tardy policy to alleviate the loss of instructional time due to tardies (another loss of instructional time). This new policy will be evaluated this year. Administration has implemented a new discipline protocol that allows for quicker response time and admin feedback. Additionally, a new ISS teacher will focus on self-regulation and ISS as a deterrent.	Limited Development 08/31/2017		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
<i>How it will look when fully met:</i>		Upon full implementation, behavior interventions will be put in place in each classroom to prevent teachers needing to refer students to administration. ISS will serve as an improved deterrent. The EC department will serve as a resource to teachers with students who are not responding to interventions. Character Education will continue to be utilized to encourage students to do the right thing. The school will also complete the districts PD surrounding core beliefs and an inclusive learning environment.		Courtnee Cox	06/11/2025
Actions			10 of 12 (83%)		
8/31/17		Outline role of ISS as a behavior intervention and a place to learn self-regulation.	Complete 11/30/2017	Mark Seagraves	12/15/2017
<i>Notes:</i>					
8/31/17		All SEHS teachers will participate in GCS core beliefs training and inclusive learning environment training as a means to proactively manage behaviors in classrooms.	Complete 06/15/2018	Jamie Davis	06/15/2018
<i>Notes:</i>					
9/22/17		Service Learning Committee will support students in locating opportunities to volunteer their time, log their time and ultimately earn a Service Learning recognition. This committee also heads Character Education programs within the school.	Complete 06/15/2018	Jana Tasich	06/15/2018
<i>Notes:</i> Committee includes, Mrs. Shearin, Mrs. Tasish, Ms, Roop, Mrs. Albright.					
All seniors will have met with one person of the committee by September 25, 2017. Service Learning Ambassadors also support logging of hours.					

9/22/17	Continue monthly Spotlight breakfast for staff to recognize students who exhibit good character.	Complete 06/15/2020	Melissa Souther	06/15/2018
<i>Notes:</i> Each month, each department chooses one student and the character trait they exhibited. Students parents are invited and PTO provides breakfast.				
8/23/18	ISS will embed a character education component into their work with students to foster reflection and reduce repeat offenses.	Complete 12/01/2018	Mark Seagraves	12/01/2018
<i>Notes:</i>				
9/16/21	All teachers will utilize Canvas to mitigate the loss of instruction when students are in ISS or OSS.	Complete 06/07/2022	Jamie Davis	06/07/2022
<i>Notes:</i>				
8/23/18	An attendance task force will be created to review current practices and consider new practices to increase block attendance.	Complete 10/01/2018	Jamie Davis	06/10/2023
<i>Notes:</i> Make-up learning policy implemented for 20-22-23 school year.				
9/10/17	Determine the most frequent infraction for ISS referral from teachers and work with ISS teacher to help students prevent future behaviors. Additionally, provide teachers with the data for ISS referrals and alternatives for those referrals.	Complete 11/30/2017	Jana Tasich	06/10/2023
<i>Notes:</i> Ensure Tinnisley record keeping allows for such data analysis. Disaggregate what is teacher referred (tardies, non-compliance, skipping, etc.) from admin (fighting, smoking, etc.) SLT will review data at Dec SLT meeting.				
10/14/19	A 2.17 ALL teachers will establish classroom norms for personal responsibility, cooperation and concern for others by posting classroom rules and expectations and communicating these clearly.	Complete 06/12/2022	Jamie Davis	06/10/2023
<i>Notes:</i> MTSS Monthly Assignment				
9/9/22	All teachers will adhere to the core instructional practices for behavior outlined in the Falcon Fundamentals for consistent and predictable expectations for all students.	Complete 06/02/2023	Jamie Davis	06/10/2023
<i>Notes:</i>				
10/31/23	ALL teachers will engage in professional learning each month around social and emotional wellbeing led by counseling staff.		Lindsey Vega	06/05/2025
<i>Notes:</i>				

10/31/23	Service Learning Committee will support students in locating opportunities to volunteer their time, log their time and ultimately earn a Service Learning recognition. This committee also heads Character Education programs within the school.		Christie Albright	06/05/2025	
<i>Notes:</i> Committee is Jamie Davis and Christine Albright. All seniors will have met with committee member by 10/10/2023					
Implementation:			01/23/2019		
Evidence	1/23/2019				
Experience	1/23/2019				
Sustainability	1/23/2019				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The district has standards-aligned units for each subject that teachers at SEHS use. PLCs meet bi-monthly to reflect then fine tune curriculum as needed.	Limited Development 08/18/2016		
How it will look when fully met:		How It Will Look: 1)PLCs will establish a weekly meeting day, location, and time 2)Weekly PLCs agendas will include instructional focus aligned with standards 3)PLCs will develop quality tasks and reflect on their implementation. 4)Teachers daily instruction is aligned with agreed upon pacing that meets students needs while also attending to each standard. Evidence: 1)Instructional Team Calendar for 1st and 2nd semester 2)Instructional Team weekly agendas 3)Unpacking documents completed 4)Walk-Through Documents completed by Administration		Chris Scott	06/07/2025
Actions			9 of 11 (82%)		
11/14/19	PLCs will meet at least twice a month and enter their PLC minutes into the PLC Form. A2.02 Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	Complete 06/12/2021	Jamie Davis	06/12/2021	
<i>Notes:</i> November MTSS Assignment					
8/15/17	Teachers will engage in professional learning around quality tasks. PD will focus on how to develop a quality task and how to scaffold instruction so students can show proficiency.	Complete 06/15/2021	Jamie Davis	06/15/2021	
<i>Notes:</i>					

9/16/21	English teachers will rely on the myPerspectives resources and meet monthly with the ELA Coach.	Complete 06/07/2022	Jamie Davis	06/07/2022
<i>Notes:</i>				
9/13/19	PLCs will work to create common quality task and then assess student work to have a shared understanding of what proficiency is.	Complete 06/15/2020	Jamie Davis	06/10/2022
<i>Notes:</i>				
9/14/21	PLCs will meet at least twice a month (EOCs meet weekly) and enter their PLC minutes into the PLC Form. A2.02 Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	Complete 06/07/2022	Jamie Davis	06/07/2023
<i>Notes:</i>				
9/16/21	Math 1 and 3 teachers will implement Open Up Resources and meet monthly with Math Coach.	Complete 06/07/2022	Jamie Davis	06/07/2023
<i>Notes:</i>				
9/8/22	Math 1 and Math 3 teachers will establish common assessments that can be analyzed to identify standards for remediation.	Complete 06/09/2023	Jamie Davis	06/10/2023
<i>Notes:</i> Common assessments will be put into Performance Matters.				
10/31/23	ALL teachers will engage in monthly professional learning on effective teacher feedback that relies on their previous learning of quality tasks and teacher clarity to ensure feedback is task oriented.	Complete 06/05/2024	Jamie Davis	06/05/2024
<i>Notes:</i>				
10/31/23	ALL staff will participate in learning walks to apply their knowledge of teacher clarity, quality tasks and feedback.	Complete 06/05/2024	Jamie Davis	06/05/2024
<i>Notes:</i>				
10/31/23	PLCs will meet at least twice a month (EOCs meet weekly) and enter their PLC minutes into the PLC Form. A2.02 Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.		Courtnee Cox	06/05/2025
<i>Notes:</i> PLC Minutes entered using this form: https://forms.office.com/r/DmPhu77WDA				
10/31/23	Math 1-3 and English 1-4 teachers will utilize resources from districted provided curriculum materials and will meet with their coach.		Courtnee Cox	06/05/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	A4.10	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.(5128)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As a school we continually work to identify students whose academic needs are not being met within Core Instruction. Those students are referred to the Learning Hub for supplemental interventions as well as Tutoring with one-on-one GCS tutors and/or their teacher. Additionally, academic deficits are analyzed to determine the root cause of the deficit so that attendance interventions, behavior interventions, and social emotional interventions can be provided so they may no longer be an obstacle to a students academic success.	Limited Development 09/02/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, 80% of students will be proficient/grade level with Core Instruction.		Chris Scott	06/10/2025
Actions			3 of 5 (60%)		
9/2/22	Refer students with academic deficits (in the 4 EOCs) to Learning Hub AM to receive tutoring from their teacher.	Complete 10/27/2022	Jamie Davis	10/27/2022	
<i>Notes:</i>					
9/2/22	Refer students to Learning Hub when absences reach 5.	Complete 06/09/2023	Jamie Davis	06/04/2023	
<i>Notes:</i>					
9/2/22	Identify students in Math 1 and English 2 who could benefit from 1-1 tutoring provided by GCS Tutoring.	Complete 06/04/2024	Jamie Davis	06/04/2024	
<i>Notes:</i>					
9/6/22	Bubble students will be invited to the EOC bootcamp for extremely targeted review prior to their EOC so that students may perform at grade level.		Jamie Davis	06/04/2025	
<i>Notes:</i>					
9/2/22	Attendance Committee will consistently review chronic absentee data to provide interventions to students as needed.		Jamie Davis	06/04/2025	
<i>Notes:</i>					

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Departments prepare sequencing charts within their department to help with proper student placement as well as agree to qualifiers necessary for students to be recommended for certain courses and level of courses. Counselors meet with each student to choose classes using past performance on EOCs, PSAT and teacher recommendations as guidance.	Limited Development 08/15/2017		
		Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:		When this objective is fully met, SEHS departments will have streamlined communication among themselves and the guidance department to ensure that students are in appropriately rigorous courses.		Chris Scott	06/06/2025
Actions			6 of 9 (67%)		
	8/15/17	Departments will continue to meet to review course rosters and AP potential reports to properly place students in the correct course.	Complete 06/14/2019	Jodi Carson	06/14/2019
<i>Notes:</i>					
	9/13/19	Departments will have consistent and equitable practices for recommending and promoting rigorous courses for students.	Complete 06/15/2020	Cassandra Colson	06/15/2020
<i>Notes:</i>					
	9/13/19	Southeast will hold a Curriculum Fair where parents and students can access the opportunities available to them.	Complete 06/15/2020	Cassandra Colson	06/15/2020
<i>Notes:</i>					
	9/13/19	Counselors will hold grade level meetings for parents and students to help them transition to each grade and to college.	Complete 06/15/2020	Cassandra Colson	06/15/2020
<i>Notes:</i>					
	9/13/19	Data consolidation will be used to ensure that students are properly placed in courses and showing growth and to ensure that interventions are being provided when 10 weeks of data is collected showing the student as a non-responder.	Complete 06/15/2020	Jamie Davis	06/15/2020
<i>Notes:</i>					
	9/16/21	Ensure attendance procedures are followed correctly each day by staff in order for accurate attendance records to be taken (2A, 1D, etc.)	Complete 06/07/2022	Jamie Davis	06/07/2022
<i>Notes:</i>					

9/8/22	Ensure attendance procedures are followed correctly each day by staff in order for accurate attendance records to be taken (2A, 1D, etc.)		Ashley Smith	11/25/2024
<i>Notes:</i>				
9/8/22	Southeast will hold a Curriculum Fair where parents and students can access the opportunities available to them.		Kameron Currie	05/24/2025
<i>Notes:</i>				
10/31/23	Counselors will hold grade level meetings for parents and students to help them transition to each grade and to college.		Lindsey Vega	06/04/2025
<i>Notes:</i>				
Implementation:		09/03/2020		
Evidence	9/3/2020			
Experience	9/3/2020			
Sustainability	9/3/2020			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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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
Initial Assessment:		A good majority of staff members are attentive to students' emotional needs but our school could benefit from a more formal process of supporting and intervening in an attempt to be more proactive and responsive to students' needs.	Limited Development 08/18/2016		
How it will look when fully met:		What Will It Look Like 1. Discipline referrals will decrease by 10% by June of 2022. 2. There will be a noticeable reduction in disparities in achievement and discipline 3. Students are productively engaged in extracurricular activities. Evidence 1. Improved EOC composite data 2. Improved Discipline data 3. Increase in Service Learning activities.		Kameron Currie	06/06/2025
Actions			13 of 17 (76%)		
9/9/16	Faculty will receive a series of Professional Development on implicit bias, working with diverse cultures, and meeting the needs of EC students. These PD opportunities will focus on teachers building relationships and implementing positive classroom management practices that look to prevent discipline infractions and potentially resolve them in the classroom without discipline referrals.		Complete 06/16/2017	Jamie Davis	06/16/2017

Notes: PD survey conducted at the beginning of the year indicated that SEHS teachers were interested in receiving PD on reaching diverse populations and more awareness surrounding the many varieties of EC students and their needs.

Implicit Bias Training provided to all staff on November 17.
SLT has had trainings on Restorative Practices, Capturing Kids Hearts and PBIS in October to help better inform our decision for 2017-18 implementation.

8/15/17	Lindsey Russell conducting research in kids in the building who do not have relationships with adults. This data is showing certain subgroups of students who are not being reached on a personal level at Southeast. This data is being used to consider the impact that relationships have on achievement here at Southeast.	Complete 09/01/2017	Lindsey Russell	09/01/2017
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Notes:

8/15/17	The purpose and organization of ISS within Southeast will be explored to ensure that it serves as a deterrent for misbehavior in classes but also helps in self-regulation and character building.	Complete 11/30/2017	Mark Seagraves	12/08/2017
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Notes: SLT reviews ISS referrals on Dec 5 Faculty Meeting

8/15/17	Teachers will participate in a National Alliance on Mental Illness training to raise awareness around students emotional needs.	Complete 01/31/2018	Jamie Davis	04/25/2018
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Notes: PD scheduled for Jan 31 Early Release Day

8/23/18	The school will utilize the services of the Student Support Office and the Diversity department to explore new strategies to attend to students emotional needs.	Complete 05/30/2018	Jamie Davis	05/30/2018
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Notes:

8/15/17	Implement PD aligned to Core Beliefs within Guide for Transformational Teaching and Learning that facilitate teachers supporting students and intervening when necessary.	Complete 06/15/2018	Jamie Davis	06/15/2018
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Notes:

8/23/18	All staff members will attend a School Safety Training for how to handle crisis events.	Complete 08/23/2018	Mark Seagraves	08/23/2018
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Notes:

8/23/18	The ILT will focus its efforts on the structure of corrective instruction so that EC teachers can play a vital role in students academic success.	Complete 12/01/2018	Jamie Davis	12/01/2018
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Notes:

1/28/19	SLT will review 1st semester ISS data to identify problem areas to prepare for long stint of instruction without breaks in February and March.	Complete 02/05/2019	Jamie Davis	02/05/2019
<i>Notes:</i>				
8/23/18	Inspire Me, Falcons Friends, and Falcons Fighting Cancer clubs will work to serve underrepresented students. These clubs also support Unity Week in the Spring so that an inclusive culture is fostered at SEHS.	Complete 05/30/2019	Mark Seagraves	05/30/2019
<i>Notes:</i>				
9/26/19	All Southeast teachers will undergo Social Emotional Learning training this year that will expose them to the 5 SEL competencies. This exposure will allow them to properly assess students emotional well being while learning remotely.	Complete 06/14/2022	Jamie Davis	06/14/2022
<i>Notes:</i> Working with Shan Carter for dates. First training is November 12.				
9/9/22	All staff will be trained by NCCASA on Sexual Assault and its resulting trauma.	Complete 09/30/2022	Chris Scott	09/30/2022
<i>Notes:</i>				
9/8/22	All staff members will attend a School Safety Training for how to handle crisis events.	Complete 06/09/2023	Jamie Davis	06/10/2023
<i>Notes:</i>				
9/9/22	All staff will be trained 3 times this year on bullying intervention, suicide intervention and child abuse reporting.		Jamie Davis	06/04/2025
<i>Notes:</i>				
10/31/23	All staff will participate in monthly social and emotional training being provided by the counseling team.		Taylor Buettell	06/04/2025
<i>Notes:</i>				
10/31/23	A therapy room will be redecorated and better utilized so that students engaging in weekly e-therapy or weekly face-to-face therapy have a more inviting environment.		Taylor Buettell	06/04/2025
<i>Notes:</i>				
10/31/23	Counselors have surveyed students and teachers to determine what emotional supports are needed and will offer small group sessions for students to attend or will visit classes to deliver help sessions.		Kameron Currie	06/04/2025
<i>Notes:</i> Small group sessions are focused on anxiety or depression while class lessons are focused on study habits, time management, post secondary planning.				