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Southeast Guilford Middle

10/2/2020

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

Vision: by the learner and individualized investigation of concepts.

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 2021 SEMS Middle will increase the school performance composite from 61 % to a minimum of 62.6%.
- By June 2021 Southeast Middle school will increase 8th Grade math performance composite for students from 14.6% to 24.9%
- By June 2021 Southeast Guilford Middle School will gain a deeper understanding of asynchronous and synchronous instruction by participating in school-wide professional development for classroom Implementation of remote learning using Canvas and other resources
- By June 2021 Southeast Guildford Middle will decrease lost instructional days due to OSS by 30%, from 173.5 days to 121 days

! = Past Due Objectives KEY = Key Indicator

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>		PBIS has been implemented at SEMS and common areas and expectations have been identified. Expectations are posted. The team feels strongly that our current practices need to be reinforced. Although PBIS has been in place, there is not consistent implementation throughout the year, even within the same classroom.	Limited Development 08/17/2017		
		Priority Score: 3	Opportunity Score: 1	Index Score: 3	
How it will look when fully met:		There will be transparency with expectations. New expectations and monitoring protocols will yield more time on task and increased student engagement. It will also cause our discipline data to show a decrease in student referrals. Evidence to support this includes PBIS/discipline data,	Objective Met 08/21/19	Stephanie Boykin	06/08/2221

	staff and student survey results, PLC/Grade Level Meeting minutes, 7th grade Student Survey.			
Actions				
9/1/17	Administration and CF will support team meetings throughout the year. Team Meetings will consist of discussions about positive parent contacts, parent conferences, and problem solving/solution oriented practices. Curriculum connections and upcoming events will also be discussed.	Complete 06/12/2018	Katie Kindermann	06/12/2018
	<i>Notes:</i>			
9/22/17	Reinforce the need for consistent expectations and procedures in all classrooms and reteach PBIS lessons as needed.	Complete 06/12/2018	Katie Kindermann	06/12/2018
	<i>Notes:</i>			
9/22/17	PBIS team meets monthly to review discipline data and make suggestions for adjustments as needed.	Complete 06/12/2018	Katie Kindermann	06/12/2018
	<i>Notes:</i>			
9/25/17	New procedures are in place for morning dismissal, locker breaks, and bathroom breaks to maximize instructional time.	Complete 06/12/2018	Kevin Conway	06/12/2018
	<i>Notes:</i>			
9/25/17	Reinforce the importance of building relationships and creating Inclusive Learning Environments through the ongoing use of the Guide for Transformational Teaching and Learning.	Complete 06/12/2018	Kevin Conway	06/12/2018
	<i>Notes:</i>			
11/13/17	All staff is involved in the GCS Core Belief module for Racial Equity.	Complete 06/12/2018	Alyssa Harris	06/12/2018
	<i>Notes:</i>			
8/17/17	Gather and report ongoing PBIS data, management tasks, and survey data in order to implement a more consistent management plan.	Complete 06/12/2018	Katie Kindermann	06/12/2019
	<i>Notes:</i>			
11/25/19	A2.17: ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others. (added 11/25/19)	Complete 06/05/2020	Dorice Isaac	06/05/2020
	<i>Notes:</i> SEMS began using SOAR time on Tuesdays and Thursdays at the beginning of first core. The plan is to conduct lessons geared to Social Emotional Learning and Character Development. Each teacher is responsible for teaching the lessons provided by a counselor. It has expanded in 8th grade with gender specific targeted groups. The focus is a continuation of the Social Emotional Learning structure in a setting where the lessons prompt them to self reflect and have discourse around pre-selected topics as well as topics generated by the students. The reporting of incidents entered into Educator's Handbook is expected to decrease.			
Implementation:		08/21/2019		
Evidence	6/25/2018 Referrals from the 2017-18 school year.			
Experience	6/25/2018 The PBIS team met throughout the year to troubleshoot areas of concern and celebrate successes. The new protocols put into place in regard to morning dismissal, bathroom breaks, and locker breaks created less discipline referrals overall.			
Sustainability	6/25/2018 Continued discussions in regard to daily expectations will take place to ensure that we are maximizing student time on task and engagement.			

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
Initial Assessment:		Implementation of ARC/Balanced Literacy Framework 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:		By 2021, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-Emotional, Attendance, Math, and Reading based on their level of need. (Academic Levels of Support: Remediation, Intervention, Maintenance, Enrichment). 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	Objective Met 06/25/18	Alyssa Harris
				06/05/2020

	non-responder to supplemental interventions, they will receive intensive interventions as well.			
Actions				
9/13/16	PLC meeting minutes taken and archived to CANVAS.	Complete 06/12/2018	Sara Brown	05/09/2016
	<p><i>Notes:</i> 4/20/17 PLC minutes are continuously collected and archived in SharePoint.</p> <p>Review lesson plans and PLC minutes in SharePoint.</p> <p>5/9/17 PLC minutes have continued to be collected and archived in SharePoint. Administrators and CF review lesson plans.</p>			
9/13/16	Lesson plans posted weekly to CANVAS which include formative assessments, high level questioning, Quick Writes and opportunities to respond. Paper copies of lesson plans will also be in classrooms.	Complete 06/12/2018	Sara Brown	06/12/2018
	<p><i>Notes:</i> The ARC research unit is being implemented with fidelity in all grade levels. All of our students have been assigned an IRLA level. We are working on increasing our conferencing and power goal percentages. In regard to our I/E block planning (SOAR) we are looking at different models due to logistical issues. We have updated our ARC lesson plan template and teachers plan outside of PLC to complete the template. ARC teachers are asked to keep a paper copy of their lesson plan in the front of the room for the CF and admin to review while completing walkthroughs.</p> <p>5/9/17 Continued focus on the Instructional Framework to be sure that we are utilizing the PLAN, TEACH, EVALUATE cycle of instruction.</p>			
9/13/16	Common Assessments and Quality Tasks are created and analyzed within content area PLCs. Backward mapping and long range planning occur as well.	Complete 06/12/2018	Alyssa Harris	06/12/2018
	<p><i>Notes:</i> 5/9/17 Teachers bring common assessment data to PLCs. We calibrate our scoring and thinking in regard to what we consider proficient.</p>			
9/1/17	"The Growth Mindset Coach" book study offered to the staff.	Complete 06/12/2018	Alyssa Harris	06/12/2018
	<p><i>Notes:</i></p>			
9/1/17	A request has been submitted to purchase iXL for all students in the school to differentiate at all levels and provide ongoing feedback to guide instructional practice.	Complete 06/12/2018	Kevin Conaway	06/12/2018
	<p><i>Notes:</i></p>			
9/22/17	Work to create Inclusive Learning Environments in all classrooms.	Complete 06/12/2018	Alyssa Harris	06/12/2018
	<p><i>Notes:</i></p>			
9/25/17	Extended Learning opportunities will be developed before and after school.	Complete 06/12/2018	Wendy Therrell	06/12/2018
	<p><i>Notes:</i></p>			
9/25/17	An Equity Team has been established and will participate in district professional development to promote racial equity within classrooms.	Complete 06/12/2018	Sara Brown	06/12/2018
	<p><i>Notes:</i></p>			
9/25/17	Small group instruction and the use of a variety of strategies to promote critical thinking (Polya Problem Solving Model) embedded within lesson plans.	Complete 06/12/2018	Karen Burress	06/12/2018
	<p><i>Notes:</i></p>			
10/6/17	8th Grade Teachers who teach Focus Area Content (Math, Math I, ELA, Science) will attend professional development offered by GCS. Strategies and ideas from these sessions will be used in their instruction. 8th grade Science Teachers will use Discovery Ed in their instruction.	Complete 06/12/2018	Alyssa Harris	06/12/2018
	<p><i>Notes:</i></p>			
10/2/19	<p>Addition of Indicator: A 1.06 Teachers provide sound instruction in a variety of modes. Teacher directed-whole class Teacher directed – small group Independent work</p> <p>Work toward independent Group work expectations. Processes and procedures and expectations in place and practiced. Review expectations for group work (common to all group work) Look at quality of task when on their own Keep high expectations in all areas Teacher management within student group work Teacher visit other classrooms outside of content and grade level What are parent goals for school year (grades AND social emotional needs)</p>	Complete 06/05/2020	Alyssa Harris	06/05/2020

<i>Notes:</i>				
8/30/19	PLCs will meet at least twice a month to discuss data from CFAs/interim assessments to determine effectiveness of core instruction.	Complete 06/05/2020	Alyssa Harris	06/05/2021
<i>Notes:</i>				
8/30/19	Development and Communication of School Wide behavior practices. These lessons and activities would take place during our "SOAR time" which is a block of time specifically designated to work with PBIS lessons, Sandy Hook Promise materials (Start with Hello/Say Something), GCS Character Trait lessons, and Social Emotional Learning activities.	Complete 06/05/2020	Dorice Isaac	06/05/2021
<i>Notes:</i>				
8/30/19	Development and Communication of school-wide core academic practices which include: <ul style="list-style-type: none"> • Task aligned to state standards and assessment • Equity: all students participating • Efficacy: student have opportunity to practice with feedback • SEMS Non- Negotiables <ul style="list-style-type: none"> o Higher order questions o Common Assessments (formative & summative) o Pre-planned Opportunities to respond for students (written, oral, physical) 2. Required in Classroom(on board) <ul style="list-style-type: none"> o Essential Question/I can statement/ Invitation to math o Agenda of work for the day (purpose of the above is for students to be able to identify and communicate their learning targets) Required on board: <ul style="list-style-type: none"> o Standard number that you are working on (Ex: RL.6.1, 7.RPA.1, 8.H.1.1) 	Complete 06/05/2020	Kevin Conaway	06/05/2021
<i>Notes:</i>				
8/30/19	Development and communication of school-wide core social-emotional practices which include activities and lessons from the GCS Social - Emotional Learning department. This entails working with the staff to ensure that there is common understanding of the need as well as working with our students to ensure that their social-emotional needs are being met.	Complete 06/05/2020	Artesha Sanders	06/05/2021
<i>Notes:</i>				
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			
KEY	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		
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 10/02/20	Kevin Conaway	06/12/2020
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	Complete 09/13/2019	Karen Burress	06/14/2019

		the district.			
	<i>Notes:</i>				
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 Conway	06/12/2020
	<i>Notes:</i>				
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 School Leadership Team meets monthly. Additional meetings occur on an as needed basis.	Limited Development 10/02/2020		
<i>How it will look when fully met:</i>		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	06/08/2221
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	06/08/2021
	<i>Notes:</i>				
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
<i>Initial Assessment:</i>		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			
<i>How it will look when fully met:</i>		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.	Objective Met 06/25/18	Kevin Conway	06/12/2019
Actions					
10/12/16		Review data from walk-throughs to identify trends. Continue to review/ analyze common assessment data, GCS Interim assessment data, and formative assessments in PLC to drive our instruction. Use results from our AdvancEd reaccreditation visit to build on areas of weakness.	Complete 05/09/2017	Hazel Crone	05/09/2017
	<i>Notes:</i>	We look at data often in staff meetings, SELF meetings, and especially in PLC. We analyze common assessment data and post assessment data. Jen Arberg visited our 7th grade Math PLC on 11/7/16 to review our Interim 1 data and offer strategies to move toward proficiency. We are looking at Interim 1 data in all PLCs to identify both strong and weak standards and to determine strategies to use for re-teaching weak standards. In regard to PD, GCS has provided Diversity Training, ARC training, Science Tech Book training, and Math resource training. Our IST team presented to the entire staff. The other Early Release Day time and some Staff Meeting time has been dedicated to preparing for our AdvancEd External Review Team visit for reaccreditation. 5/9/17 We use our formal and informal data to guide our instructional decisions. We are surveying our staff in regard to literacy needs in correlation to expectations of the Instructional Framework. We have used our GCS data to provide additional support to specific content area standards.			
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	06/12/2018
	<i>Notes:</i>				

9/25/17	Use of EVAAS data to determine staff members who need additional guidance and support with planning, teaching, and evaluation.	Complete 06/12/2018	Kevin Conway	06/12/2018
	<i>Notes:</i>			
9/25/17	Administration leads professional development modules based on GCS Core Beliefs.	Complete 06/12/2018	Kevin Conway	06/12/2018
	<i>Notes:</i>			
9/25/17	Utilize a walk through document that gives specific feedback to teachers. The document gives teachers the opportunity to reflect upon their practice. Review of walk through data regularly to identify areas of strength and professional growth opportunities.	Complete 06/12/2018	Karen Burress	06/12/2018
	<i>Notes:</i>			
9/25/17	Continue the use of the Plan-Teach-Evaluate instructional cycle.	Complete 06/12/2018	Alyssa Harris	06/12/2018
	<i>Notes:</i>			
9/25/17	Use of iXL in all grade levels to differentiate and provide ongoing feedback on student progress.	Complete 06/12/2018	Hazel Crone	06/12/2018
	<i>Notes:</i>			
9/25/17	Continue the implementation of ARC with fidelity in all grade levels. School Pace data is reviewed regularly in PLCs. The Reading Teacher is assigned to small groups based on the School Pace data.	Complete 06/12/2018	Wendy Therrell	06/12/2018
	<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	Stephanie Boykin	06/12/2018
	<i>Notes:</i>			
9/25/17	Quality tasks are created and aligned to standards to reinforce application and retention of knowledge.	Complete 06/12/2018	Alyssa Harris	06/12/2018
	<i>Notes:</i>			
10/6/17	8th Grade Teachers who teach Focus Area Content (Math, Math I , ELA, Science) will attend professional development offered by GCS. Strategies and ideas from these sessions will be used in their instruction.	Complete 06/12/2018	Alyssa Harris	06/12/2018
	<i>Notes:</i>			
11/4/19	A4.17 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decisions to determine students in need of targeted intervention.	Complete 06/12/2020	Alyssa Harris	06/12/2020
	<i>Notes:</i> District Benchmarks in 6th-8th grade Math, ELA, and 8th grade Science are administered three times a year. All students participate in the assessments. Decisions for Corrective Instruction are based on the data as well as intervention/tutorial groups.			
Implementation:		06/25/2018		
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.			