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.

Vision: 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.

We are committed to building an environment where students show respect, exercise integrity, maintain self-control,

and seek excellence in all they do.

Goals:

Goal 1: Guilford Guarantee: By June 2026, 100% of SEMS students will be exposed to a variety of career options

Goal 2: Strong Academics: By June 2026, 60 % of students in SEMS Academically gifted subgroup will meet or exceed expected growth targets.

Goal 3: Southeast Middle School will achieve a rating of operationalizing for item 31 by June 2026: strengthen two-way communication and collaboration between staff, students, and families in order to build and sustain a positive, inclusive, and respectful learning environment where all voices are heard and valued.

Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership			
Effective Practice:	**Practice 1A: Prioritize improvement and communicate its urgency**			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	twice a month or more for 45 minutes each meeting to review implementation of effective practice and student progress.	Limited Development 10/15/2025		
How it will look when fully met:	Administration and Curriculum facilitator will have regularly scheduled meetings to discuss achievement data, walkthrough observations and professional development needs and implementation		**Kevin Conaway**	**05/29/2026**
Actions		**0 of 4 (0%)**		
10/15/25	Content alike PLC teams will meet on a weekly basis during their scheduled time to plan, review, data, and receive support in their given content area. The principal, assistant principal's and curriculum facilitator will support this process.		Alyssa Harris	06/06/2026
Notes:				
10/15/25	Daily classroom walkthroughs monitoring SEMS instructional non-negotiable, Learning targets used during the lesson, HQIM in math and ela, student discourse on content and use of equity sticks. Walkthrough trends will be shared monthly with SLT, weekly in PLC contents and on individual basis as needed		Jennifer Linden	06/06/2026
Notes:	5 per admin and cf per day.			
10/15/25	The school will deepen the implementation of High-Quality Instructional Materials (HQIM) — specifically Open Up Resources (OUR) for mathematics and EL Education (EL) for English Language Arts — to promote equitable access to rigorous learning experiences. Teachers will participate in ongoing Professional Learning Communities (PLCs) focused on effective use of HQIM, lesson planning, and student engagement strategies. PLC teams will collaboratively unpack units, analyze student work, and identify instructional strategies that meet diverse learners' needs. Coaches and administrators will conduct learning walks and provide feedback aligned with HQIM implementation rubrics.		Alyssa Harris	06/06/2026

Notes:				
10/15/25	Administration and Curriculum Facilitator will provide lesson plan feedback weekly to ensure that all instructional planning intentionally aligns with grade-level standards, including structured opportunities for academic conversations and collaborative learning and reflects effective use of High-Quality Instructional Materials (HQIM). Lesson Plan Feedback will be shared with PLC groups, individual teachers and trends shared monthly at SLT		Kevin Conaway	06/06/2026
Notes:				

Core Function:	**Domain 1: Turnaround Leadership**			
Effective Practice:	**Practice 1B: Monitor short-and long-term goals**			
B3.04	**The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Use EOG and EVAAS data, interim benchmarks and Map data to determine any professional development needs, and monitor effectiveness of professional development.	Limited Development 10/15/2025		
How it will look when fully met:	Full implementation is evidenced by data reports, walkthrough observations, PLC documentation, PD attendance and feedback, and student growth data showing that PD efforts have resulted in sustained instructional improvement and higher student performance.		**Kevin Conaway**	**06/05/2026**
Actions		**2 of 4 (50%)**		
10/15/25	To ensure all classroom teachers are equipped with essential information to effectively plan instruction and implement strategies that meet the unique academic and social-emotional needs of AIG students, the school will provide an “AIG Students at a Glance” document for every classroom teacher.	Complete 09/02/2025	Stephanie Boykin	09/02/2025
Notes:	At a glances delivered to teachers prior to IA 1			
10/15/25	AIG professional development for all teachers (Beyond Proficiency: Strategies for Advanced Learner Growth and Better Questioning, Deeper thinking using Higher order questioning to promote student growth)	Complete 01/12/2026	Stephanie Boykin	01/12/2026
Notes:	Teachers completed both training 12/4/2026			
10/15/25	Teachers and administrators regularly analyze EOG, EVAAS, benchmark, and MAP data during PLC meetings and leadership sessions.		Allison Brown	06/05/2026

		Notes:				
		10/15/25	To strengthen instructional effectiveness and improve student outcomes, teachers will work with students quarterly to analyze benchmark and MAP (Measures of Academic Progress) data. This process will empower students to understand their learning progress, set goals, and take ownership of their academic growth, while enabling teachers to plan targeted, differentiated instruction based on data trends.		Sara Baysinger	06/05/2026
		Notes:				
!	**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:			Current historical data shows supports needed for students with disabilities. Our measures are around proficiency. Math proficiency data for those students was 14.3 %% in 2024 and then below 16.9% in 2025. ELA proficiency data for those students was 10.9 % in 2024 and then 9.8 % in 2025. Current historical data shows supports needed for ELL students . Our measures are around proficiency. Math proficiency data for those students was 23.7 % in 2024 and 25.0 % in 2025. ELA proficiency data for those students was 8.6 % in 2024 and 18.8 % in 2025. Southeast MS - RAR	Limited Development 02/17/2026		
How it will look when fully met:			ATSI Improvement plan requesting funding for in school tutoring and pd for staff		**Kevin Conaway**	**03/02/2026**
Actions				**0 of 1 (0%)**		
		2/18/26	1. Obtain List of potential tutors		Alyssa Harris	03/06/2026
		Notes:				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4A: Build a strong community intensely focused on student learning**			
E2.02	**The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Weekly dojo messages	Limited Development 10/15/2025		
How it will look when fully met:	SEMS will maintain multiple, reliable communication platforms (ClassDojo, email, phone calls, newsletters, and the school website) to ensure consistent two-way communication. Each platform will allow families and stakeholders to both receive and respond to messages, creating genuine dialogue rather than one-way announcements.		**Sarah Caudle**	**06/05/2026**
Actions		**0 of 3 (0%)**		
1/12/26	2nd semester dojo blasts. Staff will insure 90 to 100 % of parents are connected on dojo.		Julie Hancock	02/13/2026
Notes:				
1/12/26	Leadership team will develop streamlined processes for use of class dojo , in order to be more efficient and not overload parents with multiple messages.		Jennifer Linden	02/13/2026
Notes:				
10/15/25	To strengthen two-way communication and ensure that parent, student, and stakeholder voices are consistently heard, SEMS will implement monthly surveys through ConnectED. These surveys will gather targeted feedback on communication effectiveness, school climate, academic support, and family engagement initiatives. This system allows leadership to identify trends, address concerns quickly, and adjust school practices to better meet the needs of the community Feedback provided by parents will be shared at monthly SLT meetings and discussions will decide the upcoming months feedback topic.		Jennifer Linden	06/10/2026
Notes:				

Core Function:	Domain 4: Culture Shift			
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**			
A4.20	**All teachers help students articulate their personal aspirations and connect their learning to the pursuit of these aspirations.(5348)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	SEMS students will be exposed to a variety of career options	Limited Development 10/15/2025		
How it will look when fully met:			**Dorice Isaac**	**06/10/2026**
Actions		**3 of 7 (43%)**		
10/15/25	All 7th-grade students will complete the You Science career aptitude survey to begin exploring their personal strengths, interests, and potential career pathways. This early exposure will help students make meaningful connections between their academic experiences and future career possibilities, laying the foundation for goal setting and high school planning in 8th grade	Complete 10/15/2025	Dorice Isaac	11/10/2025
Notes:				
1/13/26	Shift-ED is a mobile innovation lab that partners with the Triad to support and serve our communities. SEMS 7th and 8th grade students participated in the following • 8th Grade Financial Literacy: Students completed a Shark Tank–style assignment where they designed and built a phone stand and created a sales pitch to present their product. • 7th Grade Apparels & Interior Design: Students interviewed their partners to determine a need, designed a piece of furniture specifically for their partner's room, and then built it based on their findings.		Jean Pierre Castillo	02/15/2026
Notes:				
10/15/25	To ensure that every 8th-grade student enters high school with a clear understanding of their strengths, interests, and potential career pathways, SEMS counselors will use You Science, assessment results, and other data sources to guide academic advising and high school registration decisions.		Dorice Isaac	03/29/2026
Notes:				

10/15/25	Southeast Middle School will host a career fair. Data from students, including but not limited to the Youscience Career Aptitude Survey, will be used to focus invitations for professionals as well as for student experience during the fair.		Dawn Tay-Simpson	06/06/2026
Notes:				
10/15/25	To promote career awareness, exploration, and readiness for all students, SEMS will plan and implement field trip opportunities for every grade level. These experiences will connect classroom learning to real-world applications, expose students to a variety of career pathways, and inspire future academic and personal goals.		Jean Pierre Castillo	06/06/2026
Notes:				
10/15/25	All 8th-grade students will complete the YouScience career aptitude survey and participate in reflection activities designed to help them interpret their results and identify personal strengths, interests, and potential career pathways	Complete 10/15/2025	Dorice Isaac	10/15/2026
Notes:				
10/15/25	6th grade students will participate in STEM career lessons and Spark Lab activity on robotics	Complete 11/28/2025	Dorice Isaac	10/15/2026
Notes:				