

Comprehensive Progress Report

Mission:

The SEMS community will collaborate to graduate all students ready to achieve success in a rapidly changing world.

Goals:

By June 2018 at South Edgemcombe Middle School, the percentage of students who are proficient in reading will increase by 10 percentage points on the overall school reading composite from 35.8% to 45.8%.

By June 2018 at South Edgemcombe Middle School, the percentage of students who are proficient in math will increase by 10 percentage points on the overall school math composite from 22.5% to 32.5%.

By June 2018 at South Edgemcombe Middle School, the percentage of students who are proficient in science will increase by 10 percentage points on the overall school science composite from 62.4% to 72.4%.

SEMS will exceed growth as measured by EVAAS growth standards.



! = Past Due Actions 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>		Administration will provide coaching and support. PBIS initiatives are in place to guide classroom management strategies.	Limited Development 10/10/2017		
<i>How it will look when fully met:</i>		ALL teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. ODR Reports, Attendance Reports, and PBIS Spreadsheets will provide evidence that this objective is fully met.		Mary Bridgers	06/08/2018
Action(s)	Created Date			1 of 6 (17%)	
1	10/30/17	The PBIS team will meet monthly to review student discipline data.		Kim Hampton	06/08/2018
Notes: Team will review ODR Data and PBIS spreadsheets.					

2	10/31/17	Administration will provide coaching and constructive feedback upon completion of walkthroughs and observations.		Billy Strother	06/08/2018
<i>Notes:</i> Walkthrough feedback Observation feedback					
3	10/31/17	Administration will provide professional development on classroom management at staff meetings and PLCs.		Mary Bridgers	06/08/2018
<i>Notes:</i> Staff meeting agendas/minutes PLC meeting agendas/minutes					
4	11/8/17	Administration will create a Staff and Student Handbook that outlines expectations and procedures.	Complete 08/23/2017	Billy Strother	08/23/2017
<i>Notes:</i>					
5	11/8/17	Administration will offer differentiated PD based on the needs of the staff as indicated by observation, walkthrough, and staff survey data.		Jessica Stroud	05/31/2018
<i>Notes:</i>					
6	11/8/17	Administration will support teachers who have significant classroom management issues by increasing the frequency of walkthroughs and providing additional coaching and PD based on the observation data.		Mary Bridgers	06/01/2018
<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>		Current implementation is in line with school and district implementation with a focus on continuous improvement.	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		Instructional teams will utilize common planning, PLCs, and districtwide Curriculum Council meetings to collaborate with colleagues on the development of standards-aligned units of instruction for each subject and grade level. Each subject and grade level team will provide common standard-aligned units of instruction to all students.		Billy Strother	06/08/2018
Action(s)	Created Date		2 of 5 (40%)		
1	10/30/17	Administration will monitor progress using the SEMS Data Template and facilitate continuous improvement by participating in PLCs, Curriculum Council Meetings, and Departmental Meetings.		Mary Bridgers	06/08/2018
<i>Notes:</i> Data Wall, I/E Spreadsheets, Case21 Data, EVAAS Predictors					
2	10/31/17	Administration will create a data wall to be used by all teachers.	Complete 11/15/2017	Mary Bridgers	06/08/2018
<i>Notes:</i> Data Wall EVAAS Data CFA Data Benchmark Data					
3	10/31/17	Administration will create a meeting schedule for PLCs, staff meetings, and professional development.	Complete 08/23/2017	Billy Strother	08/23/2017
<i>Notes:</i> SEMS Schoolwide Calendar					
4	10/31/17	Administration will monitor and review data notebooks during walkthroughs, PLCs, and observations.		Billy Strother	06/08/2018
<i>Notes:</i> Data notebooks					
5	10/31/17	Teachers will collaborate to create unit plans and CFAs that align with ECPS pacing guides.		Joy Caroon	06/08/2018

Notes: Unit Plans
Lesson Plans
CFAs

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
<i>Initial Assessment:</i>		With clear structures and procedures in place for intervention and enrichment, administration will ensure that all teachers are implementing practices with consistency and fidelity.	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		The school will have a systemic and consistent structure for how each teacher will approach the learning needs of all students. Administration will monitor this process by analyzing ongoing data, having conversations with teachers and departments, reviewing the teacher's instructional data notebook, and responding to specific instructional needs through the evaluation process.		Billy Strother	06/08/2018
<i>Action(s)</i>	<i>Created Date</i>		1 of 6 (17%)		
1	10/30/17	All teachers will provide tiered instructional practices during the scheduled I/E (Intervention/Enrichment) Period to meet the individual needs of students across all tiers.		Tameka Johnson	05/31/2018
<i>Notes:</i> Dragon Time groupings based on EVAAS and Case21 Data.					
2	10/31/17	Teachers will identify student groupings for intervention and enrichment and provide appropriate instruction throughout the year.	Complete 11/06/2017	Mary Bridgers	06/08/2018
<i>Notes:</i> Enrichment Spreadsheet Grade Level I/E Plans					
3	10/31/17	The Problem Solving Team will meet monthly to address unique learning needs of students and appropriate interventions to ensure success.		Kim Hampton	06/08/2018

<i>Notes:</i>					
4	11/8/17	All teachers will create PEPs to address individual student needs and provide necessary tiered instruction.		Tameka Johnson	03/30/2018
<i>Notes:</i> PEPs will be created at least quarterly, but will be revised as needed.					
5	11/8/17	Student Support Services will create a Bullying Prevention Plan.		Kim Hampton	11/01/2017
<i>Notes:</i> Revisited as needed.					
6	11/8/17	Student Support Services sponsored an Anti-bullying campaign in October.		Kim Hampton	10/31/2017
<i>Notes:</i>					
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
<i>Initial Assessment:</i>		Ongoing conversations are being held with teachers to address the impact of meeting all students' emotional needs, guiding students in managing their emotions, and arranging for supports and intervention. We are addressing these needs through PBIS and MTSS in addition to other school and district based resources.	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		ALL teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Discipline referral rates will decrease, attendance rates will improve, and overall student performance data will increase.		Kim Hampton	06/08/2018
Action(s)	Created Date		0 of 6 (0%)		
1	10/30/17	South Edgecombe Middle School will implement a fully functional Positive Behavioral Intervention and Supports program. The implementation of this framework includes a representative school leadership team that works with the staff, students and administrators to: (1) identify and monitor schoolwide outcomes; (2) develop systems to support implementation and sustainability; (3) implement evidencebased practices to increase a positive social climate and learning environment; and (4) develop data management systems to monitor progress and make effective data based decisions based on the school context.		Kim Hampton	06/08/2018

		Notes: PBIS Matrix PBIS Meeting Schedule PBIS Incentive Schedule Description of Dojo System Discipline Data Attendance Data			
2	10/31/17	Administration will lead discussions about relationship building, empathy, communication, and meeting the emotional needs of all students.		Billy Strother	06/08/2018
		Notes: WAAG Staff Meetings PLCs			
3	10/31/17	Administration will create a club day schedule to meet the diverse interests of the student population.		Sarah Hardy	02/01/2018
		Notes: Fall clubs Spring clubs			
4	10/31/17	The Problem Solving Team will meet monthly to address unique learning needs of students and appropriate interventions to ensure success.		Kim Hampton	06/08/2018
		Notes:			
5	11/8/17	Student Support Services will sponsor an Anti-bullying campaign in October.		Kim Hampton	10/31/2017
		Notes:			
6	11/8/17	Student Support Services will create a Bullying Prevention Plan.		Kim Hampton	11/01/2017
		Notes: Revisited as needed.			

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
<i>Initial Assessment:</i>		SEMS collaborates with all schools in the feeder pattern to identify ways to prepare students for transitioning to the next level. Grade level meetings are held with each grade level where administration shares expectations for that grade level and the skills needed for success.	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		All students at SEMS will be fully prepared to make the appropriate transitions from grade-to-grade and level-to-level. They will not only know the expectations, but will be equipped with the skills and knowledge to be successful with each transition.		Jessica Stroud	06/08/2018
Action(s)	Created Date		0 of 4 (0%)		
1	10/30/17	Administration will collaborate with elementary feeder schools to meet with all 5th grade students to discuss expectations and opportunities offered at SEMS.		Billy Strother	05/31/2018
		Notes: Principal visited Carver on Sept. 28 and spoke with all 5th grade students. Spring visit to Carver. Spring tour of SEMS. 6th grade orientation			
2	11/8/17	Administration will collaborate with elementary high schools to meet with all rising 9th grade students to discuss expectations and opportunities offered.		Joy Caroon	06/01/2018
		Notes: Early College Information Session & Leadership Day High School Tours SWEHS JROTC Presentations SWEHS Band Collaboration			
3	11/8/17	Transition meetings will be held for all EC students transitioning from elementary and to high school.		Kaitlyn Hill	06/15/2018
		Notes:			

4	11/8/17	Grade level transition meetings will be held at the end and beginning of each year to inform students and parents of expectations for the next grade level.		Sarah Hardy	06/01/2018
<i>Notes:</i>					

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Strategic planning, mission, and vision
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.	Limited Development 11/08/2017		
<i>How it will look when fully met:</i>		The District Improvement Team will meet monthly to assess the status of the District and School Improvement Plans. The District Team will provide regular support to schools as well as coaching comments in NCStar.		Shawna Andrews	06/08/2018
Action(s)			0 of 1 (0%)		
Created Date					
1	11/8/17	The District Improvement Team will meet monthly to provide support.		Shawna Andrews	06/08/2018

Notes:

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>		In place, but ongoing throughout the year.	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		Members of the school improvement team will meet at least twice a month to discuss and respond to implement school practices, discuss areas of need, and provide solutions accordingly.		Tameka Johnson	06/08/2018
Action(s)	Created Date		1 of 2 (50%)		
1	10/30/17	<p>South Edgcombe Middle School will build a fully functional School Improvement Team with members who meet at least twice a month to review implementation of effective practices and that consists of the following members:</p> <ul style="list-style-type: none"> • the principal of the school; • representatives of the assistant principals; • representatives of instructional personnel; • representatives of instructional support personnel; • representatives of teacher assistants assigned to the building; <p>and</p> <ul style="list-style-type: none"> • representatives of parents of children enrolled in the school. 	Complete 08/23/2017	Tameka Johnson	06/01/2018
<p>Notes: SIT Meeting Schedule SIT Agendas/Minutes SIT Roster Staff Meeting Schedule Staff Meeting Agendas/Minutes PBIS Meeting Schedule PBIS Meeting Agendas/Minutes</p>					
2	11/8/17	All members of the School Improvement Team will assess and monitor progress of assigned key indicators at least monthly throughout the year.		Tameka Johnson	06/08/2018
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
<i>Initial Assessment:</i>		Master schedule allows teachers to have common planning periods for core instructional areas in order to have uninterrupted professional learning communities and collaboration.	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		All core area teachers will have common planning time. During this time, teachers will meet collaboratively to plan and discuss best instructional practices.		Billy Strother	06/08/2018
Action(s)	Created Date		5 of 7 (71%)		
1	10/30/17	A schedule will be created for professional learning communities to meet at least once a week for common lesson planning and data analysis.	Complete 08/01/2017	Billy Strother	08/01/2017
<i>Notes:</i>		Artifact; PLC schedule			
2	10/30/17	Administration will create duty rosters and instructional schedules that minimize disruptions to both class time and planning periods.	Complete 08/23/2017	Joy Caroon	08/23/2017
<i>Notes:</i>		Accommodations schedule Before/after school duties			
3	10/31/17	Each department will elect a department chair to serve as a resource to all teachers in the department and facilitate PLCs.	Complete 08/23/2017	Kaitlyn Hill	08/23/2017
<i>Notes:</i>					
4	10/31/17	Administration will identify two mentor teachers who will observe and meet regularly with beginning teachers.	Complete 09/15/2017	Kaitlyn Hill	09/15/2017
<i>Notes:</i>					
5	11/8/17	Administration will attend all PLCs.		Mary Bridgers	06/08/2018
<i>Notes:</i>					
6	11/8/17	Administration will provide time for vertical PLCs on early release days at least twice per year.		Jessica Stroud	06/08/2018
<i>Notes:</i>					

7	11/8/17	Administration will create a schedule that allows all teachers on each grade level to have a common planning period.	Complete 08/01/2017	Billy Strother	08/01/2017
Notes:					

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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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
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Initial Assessment:	The administrative team monitors curriculum and instruction regularly, but may need more consistency in providing timely, clear, and constructive feedback outside of the evaluation process.	Limited Development 10/30/2017			
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How it will look when fully met:	Administration will use the district evaluation and walkthrough process to monitor classroom instruction with fidelity. Teachers will be provided with regular instructional feedback based on the evaluation data. This process will hopefully lead to teachers implementing best instructional practices in ways that will lead to increased student achievement.		Billy Strother	06/08/2018
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Action(s)	Created Date		0 of 4 (0%)		
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1	10/30/17	The administrative team will follow district evaluation and walkthrough processes with fidelity to monitor curriculum and classroom instruction regularly and provide timely, clear, constructive feedback to teachers.		Billy Strother	06/08/2018
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Notes: Evaluation schedule Walkthrough schedule					
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2	10/31/17	Administration will review the data notebook of all teachers during walkthroughs, observations, and PLCs.		Jessica Stroud	06/08/2018
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Notes:					
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3	10/31/17	Administration will create a data document/data wall to be used by all teachers. Administration will review this information at weekly PLCs.		Mary Bridgers	11/15/2017
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Notes:					
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4	11/8/17	Administration will monitor lesson plans by inspecting data notebooks on each walkthrough.		Billy Strother	06/08/2018
Notes:					

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Quality of professional development
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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
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<i>Initial Assessment:</i>	Current policy and budget constraints do not always allow schools to provide most relevant professional development in a way that will result in higher student achievement. The school regularly looks at data to implement practices that improve student achievement and provide relevant coaching during PLCs, staff meetings, and individual teacher conferences.	Limited Development 10/30/2017		
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<i>How it will look when fully met:</i>	School teams will have a process in which they will consistently analyze various data sources and create instructional plans to effectively meet the needs of all students. Based on the data, the school improvement team will explore and implement a professional development plan, focusing on best practices.		Billy Strother	06/08/2018
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Action(s)	Created Date		0 of 3 (0%)		
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1	10/30/17	The administrative team will review school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs during weekly Administration PLCs. Specific attention will be given to subgroup data.		Billy Strother	06/08/2018
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Notes: Administration PLC schedule Administration PLC minutes Student Performance Data PowerPoint Presentation Student Performance Spreadsheets (EVAAS, Case21, I/E, etc.)					
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2	10/31/17	Administration will review data with each grade level after every common assessment (CFAs and Benchmarks).		Mary Bridgers	06/08/2018
<i>Notes:</i> CFAs Benchmarks					
3	10/31/17	Administration will review all relevant data prior to pre/post-conferences and teacher observations.		Billy Strother	06/08/2018
<i>Notes:</i>					

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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>		District resources are in place to assist with staffing needs.	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		The school will use district protocols and procedures for recruiting, evaluating, and replacing staff. The school will develop a teacher incentive program for rewarding teachers.		Billy Strother	06/08/2018
Action(s)	Created Date		0 of 3 (0%)		
1	10/30/17	The School Leadership Team will implement practices for rewarding (Attendance, Star Teacher, Star Staff Member) in an effort to create a positive work culture that promotes teacher retention.		Kim Hampton	06/08/2018
<i>Notes:</i> Star Teacher Staff Interest Survey PBIS/FIRE Committee Mentor Teachers					
2	10/31/17	A hospitality committee (FIRE/PBIS) will work to promote a positive school culture by recognizing and supporting staff members.		Sarah Hardy	06/08/2018
<i>Notes:</i>					
3	11/8/17	Administration will provide culture surveys for staff twice per year to monitor school climate and culture.		Billy Strother	03/30/2018

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
<i>Initial Assessment:</i>		School regularly communicates with parents/guardians, however, more steps can be taken to emphasize the importance of parental involvement and opportunities for parents to support their children's learning.	Limited Development 10/30/2017		
<i>How it will look when fully met:</i>		SEMS will utilize a variety of means to regularly communicate with parents/guardians about expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). School Leadership Team members will maintain social media accounts (Twitter and Facebook), the school website and ConnectEd calls. In addition, all staff members will correspond directly with parents/guardians via phone, text, and e-mail communication.		Lisa McElwee	06/08/2018
Action(s)	Created Date		0 of 2 (0%)		
1	10/30/17	SEMS will utilize a variety of means to regularly communicate with parents/guardians about expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). School Leadership Team members will maintain social media accounts (Twitter and Facebook), the school website and ConnectEd calls. In addition, all staff member will correspond directly with parents/guardians via phone, text, and e-mail communication.		Lisa McElwee	06/08/2018

<i>Notes:</i> Facebook School website ConnectEd Parent Contact Logs Class Dojo Remind					
2	11/8/17	South Edgcombe Middle School will provide resources and family nights that provide parents with tools they can use at home to support their childrens' learning.		Billy Strother	06/08/2018
<i>Notes:</i> Open House/Report Card Pickup with specific themes (Online Tech Tools for Quarter 1) Middle School Developmental Level resources sent home with each report card Parenting Resource messages on Facebook and SEMS website					