

Comprehensive Progress Report

Mission: Creating excellence every day through powerful individualized instruction paired with technology to prepare our students to achieve their academic potential. Our students will become 21st Century learners and successful members of the community. We will achieve our mission with the support of our staff, parents, and the community.

West Iredell High School Mission Statement

Creating excellence every day through powerful individualized instruction paired with technology to prepare our students to achieve their academic potential. Our students will become 21st Century learners and successful members of the community. We will achieve our mission with the support of our staff, parents, and the community.

Vision:

Our Vision

Creating Excellence Everyday!

Goals:

Every students will reach their full potential with the support of all of our faculty and staff (write ups will decrease by 10%, attendance will increase by 10% and our overall growth should go up 10%)



Activity in the last 3 months

! = Past Due Objectives

KEY = Key Indicator

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>			Beginning MTSS with Check and Connect with a large group of students and include faculty mentor opportunities. Looking to increase this as well as look at attendance issues. We currently have the expectation for bellringers school-wide and targeted SWAG (smartlunch time) remediation to give students a more personalized approach.	Limited Development 06/22/2017		
			Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			We will expand our Check and Connect program to further support Academic and Behavioral objectives. We want to use a student support survey to determine who our students' advocates are on campus. We want to know which staff members our students' trust and have a relationship with. Our school-based professional development will include input from district supports, teachers, and discussed in our SIT meetings.		Ellyn Gaither	01/18/2019
Actions				37 of 41 (90%)		
	9/12/17	Check and Connect will continue - Leadership team will create a list of students and collaborate with Coach Leo. Continue to monitor on tracking sheets,		Complete 09/22/2017	Marcus Cromwell	09/29/2017
<i>Notes:</i>			Coach Leo left - Mr. Cromwell is our ALC/Mentor replacement			
	9/28/17	Develop criteria to formulate a plan of action for teacher to implement in regards to students absences. Develop communication options for teachers to use to better communicate with students missing school.		Complete 10/10/2017	Eric VanVliet	10/10/2017
<i>Notes:</i>						
	11/9/17	Meet with Jessica Smith about Group Noticing and devise next steps		Complete 10/30/2017	Alicia Conklin	11/10/2017
<i>Notes:</i>						
	9/28/17	Will analyze tracking sheets from Check and Connect (Coach Leo) to reassess and devise next steps. May be adding students as needed		Complete 11/14/2017	Chad Evans	11/14/2017
<i>Notes:</i>						
	9/28/17	Discuss with teachers (in PLC's)which data collection options are respectful for them to report out with and the timeframe (each progress report/report card).		Complete 01/16/2018	Department Chairs	11/14/2017
<i>Notes:</i>						

9/12/17	Establish a student/mentor/faculty support system that would call students with a positive message when they have excessive absences	Complete 11/14/2017	Chad Evans	11/22/2017
<i>Notes:</i> Will establish this core group of students and expectations.				
9/28/17	Piloting a Math Foundations Remediation tailored to student needs. Will progress monitor students achievement and receive student feedback.	Complete 01/05/2018	Brinsley Stewart	12/12/2017
<i>Notes:</i> B. Stewart will work closely with J. Sells				
9/28/17	Analyze the absence/communication data from each PLC with the guidance report of absences to identify strengths and opportunities for improvement.	Complete 04/17/2018	Eric VanVliet	01/09/2018
<i>Notes:</i>				
11/9/17	Pilot Tier 1 Group Noticing - select classes would have 2-3 students responsible for emailing whoever is absent to give a summary of the day.	Complete 01/12/2018	Alicia Conklin	01/12/2018
<i>Notes:</i>				
2/6/18	Check and Connect will extend out to Staff Members - choosing students with 2+ failed classes from Fall Semester (tend to have absences issues)	Complete 11/20/2017	Alicia Conklin	02/09/2018
<i>Notes:</i>				
5/8/18	Targeted Math 1 extra tutorials provided during SWAG	Complete 06/04/2018	Alicia Conklin	05/04/2018
<i>Notes:</i>				
9/19/18	Create Student Support Survey which will determine who their advocates are on campus. We want to know which staff members students trust and have a relationship with.	Complete 09/17/2018	Jerry Snyder	09/14/2018
<i>Notes:</i>				
9/19/18	Send out via email Student Support Survey for students to complete during homeroom.	Complete 09/19/2018	Alicia Conklin	09/19/2018
<i>Notes:</i>				
9/19/18	Provide staff training from Jessica Smith about the Check and Connect mentor process.	Complete 09/21/2018	Alicia Conklin	09/21/2018
<i>Notes:</i>				
9/19/18	We will give teachers the opportunity to observe high-yield instructional strategies in their colleagues' classrooms. We will do this by creating "Open Door Classrooms" for fall semester.	Complete 09/12/2018	Allison Chouinard	09/28/2018
<i>Notes:</i>				

9/19/18	Teachers will create and display their SWAG (smart lunch) schedule outside of their room. - Fall SWAG	Complete 11/07/2018	Maggie Hughes	10/05/2018
<i>Notes:</i>				
9/19/18	Intentional homeroom / SWAG plans will be created for each grade level. - 9th: Jerry Snyder and Mentors - 10th: Briana Sherrill - 11th: Jeannie Shannon and Marlene Scott - 12th: Briana Sherrill	Complete 10/31/2018	Marlene Scott	10/10/2018
<i>Notes:</i>				
9/19/18	Analyze Student Support Survey results. Give results to staff members and MTSS team to utilize for Check and Connect.	Complete 01/22/2019	Jerry Snyder	10/12/2018
<i>Notes:</i>				
9/19/18	Check and Connect mentors and mentees will be assigned and begin electronic progress monitoring.	Complete 10/10/2018	Angie Milliron	10/31/2018
<i>Notes:</i>				
9/19/18	We will gather data from Open Door Classroom sign-in sheets, then analyze and discuss feedback given by observers.	Complete 10/10/2018	Allison Chouinard	12/20/2018
<i>Notes:</i>				
2/5/19	EC teachers will work with SWD students specifically in Math I classes on both regular math instruction and skill gaps.	Complete 05/08/2019	Marlene Scott	01/04/2019
<i>Notes:</i>				
2/5/19	We will give teachers the opportunity to observe high-yield instructional strategies in their colleagues' classrooms for the spring semester using "Open Door Classrooms."	Complete 05/15/2019	Allison Chouinard	01/09/2019
<i>Notes:</i>				
9/19/18	Evaluate ODRs, attendance, and grades for Check and Connect referrals.	Complete 01/22/2019	Marlene Scott	01/18/2019
<i>Notes:</i>				
4/12/19	Create and send a survey to collect data about teacher's opinions on the effectiveness of homeroom time	Complete 04/12/2019	Maggie Hughes	04/03/2019
<i>Notes:</i>				
4/12/19	Analyze homeroom survey data and results	Complete 05/15/2019	Maggie Hughes	05/01/2019
<i>Notes:</i>				
2/5/19	Implement focus training and coaching for teachers on helping students who fall on the low-level growth performance for EVAAS.	Complete 05/08/2019	Marlene Scott	05/01/2019

<i>Notes:</i>				
8/19/19	Conduct a co-teachers meeting at the beginning of the year to establish foundations of co-teaching processes.	Complete 08/01/2019	Maggie Hughes	08/01/2019
<i>Notes:</i>				
8/19/19	Create a Mentor Survival Guide to be used by mentors and mentees that includes checklists, reflection documents, and guiding questions.	Complete 08/01/2019	Maggie Hughes	08/01/2019
<i>Notes:</i>				
8/19/19	Create a new process for Open Door Classroom for this year.	Complete 09/11/2019	Maggie Hughes	09/03/2019
<i>Notes:</i>				
11/19/19	Create two separate Google Forms to track observations for teachers and BTs observing other teachers.	Complete 10/09/2019	Michael Perry	11/13/2019
<i>Notes:</i>				
8/19/19	Administration will monitor the use of co-teaching models with fidelity through observation documents.	Complete 12/12/2019	Marlene Scott	12/12/2019
<i>Notes:</i>				
8/19/19	Co-teachers will use a daily tracking log to show inclusion needs are being met.	Complete 12/12/2019	Maggie Hughes	12/19/2019
<i>Notes:</i>				
8/19/19	Conduct a bell ringer training for staff on Dec 20th meeting.	Complete 12/20/2019	Marlene Scott	12/20/2019
<i>Notes:</i>				
8/19/19	All staff will utilize bell ringers daily in class.	Complete 12/12/2019	Marlene Scott	12/22/2019
<i>Notes:</i>				
8/19/19	Administration will monitor use of bell ringers with fidelity through observation documents.	Complete 12/13/2019	Marlene Scott	12/22/2019
<i>Notes:</i>				
8/19/19	Homeroom tracking sheets will be utilized to monitor SWD students' progress.	Complete 12/12/2019	Kellene Bock	12/22/2019
<i>Notes:</i>				
11/19/19	Each staff member will observe at least one other teacher for the Spring semester.		Maggie Hughes	05/15/2020
<i>Notes:</i>				
8/19/19	Meet monthly as co-teachers to discuss updates and progress.		Maggie Hughes	05/22/2020
<i>Notes:</i>				
8/19/19	Mentees will be required to visit one classroom a month.		Randy Bentley	05/22/2020

<i>Notes:</i>						
11/19/19	Teachers will ask students for feedback at the end of the first and second nine weeks.			Complete 12/11/2019	Ella Moore	05/28/2021
<i>Notes:</i>						
8/19/19	Conduct four meetings a year where mentors and mentees meet together to discuss progress as a teacher and other needs.				Aisha Santos	05/28/2021
<i>Notes:</i>						
Implementation:				05/08/2018		
Evidence		5/8/2018				
Experience		5/8/2018				
Sustainability		5/8/2018				
!	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:			We would like to create a priority focus on our students' emotional needs. We need to provide interventions and supports that can help facilitate this. Staff will receive training to assist and inform them in their facilitation. We will use MTSS, Check and Connect, Support Groups through SAP, Safe Space Training, Ruby Payne Poverty Training, Suicide Training, and homeroom tracking to accomplish this.	Limited Development 08/19/2019		
How it will look when fully met:			Students will feel more heard and understood by all staff members. Students will feel comfortable coming to staff members about problems that they are having both in and out of school. Staff will be well-informed and trained on how to deal with many emotional issues or situations that may involve our students. We will use MTSS, Check and Connect, Support Groups through SAP, Safe Space Training, Ruby Payne Poverty Training, Suicide Training, and homeroom tracking to accomplish this.		Ellyn Gaither	05/22/2020
Actions				13 of 21 (62%)		
11/19/19	Provide resources in PLC meeting agendas for teachers to address racist, homophobic, and sexist comments they hear inside and outside of their classrooms.				Marlene Scott	01/08/2019

<i>Notes:</i>				
8/19/19	Create and continue opportunities for positive climate campaigns each semester (Warrior Coins, Anti-Bully, Red Ribbon, Student of the Week).		Marlene Scott	05/22/2019
<i>Notes:</i>				
8/19/19	Attend Suicide Prevention Workshop provided through Iredell-Statesville Schools.	Complete 08/02/2019	Ellyn Gaither	08/02/2019
<i>Notes:</i>				
8/19/19	Use Google Form to collect data about students, their needs, and their interests.	Complete 09/11/2019	Jerry Snyder	08/21/2019
<i>Notes:</i>				
8/19/19	Set-up students in the Wise Guys and Truth Girls programs.	Complete 10/09/2019	Marlene Scott	08/23/2019
<i>Notes:</i>				
8/19/19	Provide training during the first week of September in planning periods to address referral processes for student needs, morning meeting guidelines, connecting with MTSS mentors, bully prevention, etc.	Complete 09/06/2019	Paul Veach	09/06/2019
<i>Notes:</i>				
8/19/19	Analyze information gathered through Google Form about our students.	Complete 09/11/2019	Jerry Snyder	09/11/2019
<i>Notes:</i>				
8/19/19	Meet with each homeroom student every other week to complete grade, behavior, and attendance tracking forms in Google or on paper.	Complete 10/09/2019	Kellene Bock	10/11/2019
<i>Notes:</i>				
8/19/19	Share homeroom tracking forms and data with guidance counselors.	Complete 10/09/2019	Maggie Hughes	10/11/2019
<i>Notes:</i>				
8/19/19	Provide optional Safe Space training for staff members.	Complete 10/15/2019	Kellene Bock	12/19/2019
<i>Notes:</i>				
8/19/19	Provide community members access to talk to students during SWAG (FCA pastors, First Priority).	Complete 12/12/2019	Paul Veach	12/19/2019
<i>Notes:</i>				
2/24/20	Create a plus/delta in order to discuss positives, negatives, and ways to improve with homeroom grade, attendance, and behavior tracking.	Complete 02/12/2020	Maggie Hughes	02/12/2020
<i>Notes:</i>				
2/24/20	Create a school supply station in our school where students can acquire pencils and paper.		Jerry Snyder	03/18/2020
<i>Notes:</i>				

8/19/19	Provide resources for teachers in WIHS Staff Drive folder to use with homeroom on Wednesdays.	Complete 10/09/2019	Paul Veach	03/18/2020
<i>Notes:</i>				
11/19/19	Form a Dress Code Committee made up of staff, teachers, parents, and students for April/May to create a new dress code for the 2020-2021 school year.		Maggie Hughes	04/08/2020
<i>Notes:</i>				
10/1/20	Students and select staff members trained on Safe School Ambassador program		Kathryn Buff	12/22/2020
<i>Notes:</i>				
8/19/19	Create staff morale activities (Biggest Loser Competition, raffle prizes, jean days, monthly staff event).		Ella Moore	05/28/2021
<i>Notes:</i>				
8/19/19	Determine a time to provide staff with an opportunity to reflect on their "why" for teaching or being at WIHS.		Ellyn Gaither	05/28/2021
<i>Notes:</i>				
8/19/19	Utilize SAP Coping Skills Groups, Grief Group, and SAP Counselor classroom presentations to meet student needs.		Kathryn Buff	05/28/2021
<i>Notes:</i>				
8/19/19	Conduct monthly MTSS meetings to track MTSS mentoring, Check and Connect, and SAP Counselor referrals.	Complete 12/20/2019	Aisha Santos	05/28/2021
<i>Notes:</i>				
8/19/19	Set-up staff and students in the Check and Connect and Check in / Check Out programs.	Complete 12/12/2019	Ella Moore	05/28/2021
<i>Notes:</i>				

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>			We would like to increase parent/guardian involvement at our school. We will do this by increasing parent contacts overall, utilizing school events and functions to involve parents, purposefully using social media and ConnectEds, and creating a Parent Advisory Committee.	No Development 06/22/2017		
			Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			Our school will function better if parents/guardians are more involved and knowledgeable of our school overall. This will help us all to work together toward common goals. There will be multiple communication routes to get messages out to parents. There will be parent support systems in place to educate parents on how to encourage and support students in their educational trek. There will be a Parent Advisory Committee that meets to communicate concerns, questions, and ways to improve our school.		Jerry Snyder	05/22/2020
Actions				31 of 34 (91%)		
	10/1/20		Create a "Virtual Open House" where parents/students will be able to meet teachers and discuss grades, expectations for class, etc		Ellyn Gaither	05/28/2021
<i>Notes:</i>						
Implementation:				06/05/2019		
	<i>Evidence</i>		6/5/2019 - Parent Contact Logs (Google Drive)			
	<i>Experience</i>		6/5/2019 - We struggled to complete this objective, but we have increased parent involvement this year.			
	<i>Sustainability</i>		6/5/2019 - We will have to continue to work on contacting parents throughout the semester, with a focus on at the beginning and middle of the year.			