

South Iredell High

Comprehensive Progress Report

Mission: By way of collaborative relationships with students, parents, teachers and the community, the mission of South Iredell High School is to challenge as self-confident, lifelong learners who are ethical, globally-minded critical thinkers.

Vision:

Goals:

By June of 2021, the faculty at SIHS will work together to improve student achievement as demonstrated by an increase in School Performance Score (or higher) through an increased focus on targeted interventions, higher-order thinking skills, and vertical/horizontal alignment with a goal of re-Performance Score of 85 (or higher) by 2022. *The School Achievement Score (80%) and School Growth Score (20%) are combined to create the S Score. SA(.8) + SG(.2) = SPS. Includes data from English and Math EOCs; Work Keys; ACT; 4-year cohort graduation rate; Math 3 pass rate



! = Past Due Objectives

KEY = Key Indicator

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
<i>Initial Assessment:</i>			Teacher teams will collaborate to create Unit Plans that are in alignment with their course standards.	Limited Development 08/31/2017	
<i>How it will look when fully met:</i>			*Teachers will complete standards-aligned Unit Plans with aligned Common		Kelly Shoffner
<i>Actions</i>				0 of 2 (0%)	
		9/19/18	Teachers will complete standards-aligned Unit Plans with aligned Common		All teachers,
		<i>Notes:</i>			
		9/19/18	Teachers will complete standards-aligned data analysis charts for each		All teachers,
		<i>Notes:</i>	80% of teachers have data charts posted in their classrooms or in Teacher		
!		A2.10	ALL teachers teach methods of logic, synthesis, evaluation, and divergent thinking.(5100)	Implementation Status	Assigned To

Initial Assessment:			Teachers are currently aligned in Teacher Teams that meet regularly each week. Teachers will work together and with their Teacher team and/or	Limited Development 09/09/2019	
How it will look when fully met:			Teachers will increase the use of instructional activities that foster higher-		Kelly Shoffner
Actions				0 of 4 (0%)	
	9/9/19	Individuals or teacher teams will analyze their performance data and			ALL Teachers
		<i>Notes:</i>			
	9/9/19	Teachers will utilize the Instructional Framework as a resource to guide			ALL Teachers
		<i>Notes:</i>			
	9/9/19	Each department will analyze their performance data and develop a			ALL Departments
		<i>Notes:</i>			
	9/9/19	Teachers will identify and include instructional activities that foster high-			ALL Teachers
		<i>Notes:</i> This is also an ongoing goal that will continue after 10/20/2021			
!		A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To
Initial Assessment:			Teacher Teams are currently working together to align instructional practices, but Departments have not developed vertical and horizontal	Limited Development 09/09/2019	
How it will look when fully met:			Vertical alignment documents for all departments		Kelly Shoffner
Actions				0 of 4 (0%)	
	9/9/19	Departments will work together to develop vertical alignment charts for			ALL Departments
		<i>Notes:</i>			
	9/9/19	Departments will work together to develop cross-curricular, horizontal			ALL Departments and
		<i>Notes:</i>			
	9/16/19	Teachers will collaborate with colleagues to provide individualized			All
		<i>Notes:</i>			
	9/9/19	Individuals or teacher teams will work together to develop content			ALL Teachers
		<i>Notes:</i>			

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	Implementation Status	Assigned To
Initial Assessment:			The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of	Limited Development 09/10/2018	
How it will look when fully met:					Robert Little

Actions		0 of 5 (0%)
9/19/18	Refine our MTSS (Core Team Meetings) processes and hold meetings every <i>Notes:</i> SAP holds meetings monthly and we are discussing processes and providing	All teachers /10 Core
9/19/18	Continue assigning SMART lunch to students who are not passing classes <i>Notes:</i>	All teachers,
9/19/18	Potentially at-risk students will be assigned to SMART Lunch Tutoring weekly <i>Notes:</i> 90% of teachers are doing this effectively.	All teachers,
9/19/18	Provide targeted Credit Recovery Sessions for eligible students during the <i>Notes:</i> Credit Recovery Staff have been trained (Edmentum) and are beginning	Credit recovery staff
9/15/20	Develop guidelines for SMART Lunch tutoring to ensure the tutoring <i>Notes:</i>	All

9/27/2021

students to develop

score* from 73 to 80
achieving an overall School
Performance

Target Date
05/28/2021
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05/28/2021
05/28/2021
05/28/2021
05/28/2021
10/22/2021
Target Date
05/28/2021
05/28/2021
05/28/2021
10/20/2021
10/20/2021
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