

## 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 students to develop as self-confident, lifelong learners who are ethical, globally-minded critical thinkers.

**Vision:** committed to improving student learning by igniting a passion for learning.

**Goals:** By June of 2024, the faculty of SIHS will work to maximize opportunities for student engagement by providing rigorous, meaningful, and curriculum based learning opportunities. In addition, authentic formative and summative assessments will be aligned to curriculum standards and objectives as to measure student growth and proficiency. In doing so, this will decrease student discipline by 10% and increase our overall School Performance Score to 85% (or higher).



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

**Initial Assessment:**

We will do the following:

1. Identify the most critical learning standards for the grade level or course from among the full set of relevant standards;
2. Identify the explicit and implicit domain skills for those learning standards at the grade and course level;  
and,
3. Identify the essential skills from among the domain skills.

Once instructional teams have worked through the standards and defined performances and skills that correspond with the standards, they can define instructional objectives for each instructional unit, then we will

1. Write the end-of-year learning targets (or objectives) that describe the performances students should be able to demonstrate by the end of the year; these are the performances that every teacher will focus on for the year;
2. We will articulate the learning targets with the grade level and course level above and below the assigned grade level to ensure continuity between the grades and courses and sufficient coverage of the domains;
3. We will finalize the end-of-year learning targets and make any necessary adjustments based on the vertical articulation;
4. We will attach a mastery criterion to each learning objective that describes the level of performance a student must achieve in order to meet the objective; and,
5. We will divide the end-of-year targets into quarterly learning expectations and scaffold them so that they are sequenced appropriately.

Limited Development  
08/31/2017

<b>How it will look when fully met:</b>	*Teachers will complete standards-aligned Unit Plans with aligned Common Unit Assessments within their Teacher /Teams and/or by themselves. Current unit plan will be displayed in each teacher’s classroom. *Teachers will complete standards-aligned data analysis charts for each summative assessment. Data charts will be posted in their rooms and the data questions will be answered for each summative assessment. Teachers will use data analysis to improve instruction and student performance. Data will be shared and analyzed to close student instructional gaps.		<b>Latonia Bostic</b>	<b>10/13/2023</b>
<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/19/18	Teachers will complete standards-aligned Unit Plans with aligned Common Unit Assessments within their Teacher Teams or by themselves if they are a singleton teacher. Current unit plan will be displayed in each teacher’s classroom.		Latonia Bostic	10/13/2023
<i>Notes:</i>				
9/19/18	Teachers will complete standards-aligned data analysis charts for each summative assessment. Data charts will be posted in their rooms and the data questions will be answered for each summative assessment. Teachers will use data analysis to improve instruction and student performance. Data will be shared and analyzed with Teacher Team members so teachers who are on teams can work collaboratively to close student instructional gaps.		Latonia Bostic	10/13/2023
<i>Notes:</i> 80% of teachers have data charts posted in their classrooms or in Teacher Team Folder				
9/21/23	Data will continue to be tracked and utilized to drive instruction. Data charts should be housed in Teacher Team / PLC folders.		Latonia Bostic	10/13/2023
<i>Notes:</i>				

	A2.10	ALL teachers teach methods of logic, synthesis, evaluation, and divergent thinking.(5100)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	<p>1) Teachers will teach students to recognize when a higher-order skill is needed. Teachers will teach students how to evaluate problems in terms of what situational problem-solving strategies they would use, estimate the amount of time and effort required to execute that strategy and then determine whether or not to move forward.</p> <p>2) Teachers will teach students the explicit problem-solving skills. Teachers will aid students in becoming more effective problem-solvers if they apply these thinking skills.</p> <p>3) Teachers will self-monitor their problem-solving effectiveness.</p>	Limited Development 09/09/2019		
	<i>How it will look when fully met:</i>	<p>Teachers will increase the use of instructional activities that foster higher-order thinking skills with all subgroups on a regular basis. This will be evident in classroom observations, daily classroom activities, and instructional planning with the goal to improve student performance across all subgroups.</p> <p><a href="#">SIHS Instructional Framework</a></p>		Ellias Crowder	10/13/2023
	<b>Actions</b>		<b>0 of 2 (0%)</b>		
	9/9/19	<p>Teachers will identify and include instructional activities that foster high-order thinking skills in their Teacher Team minutes, Unit Plans, and/or Department Goals.</p> <p>Units of study will be organized in Canvas as modules.</p>		Ellias Crowder	10/13/2023
<i>Notes:</i>					
	9/21/23	<p>Individuals or teacher teams will analyze their performance data and develop a goal that aligns with the SIP and helps close instructional gaps.</p> <p>This goal will be monitored and adjusted as needed at regular intervals (Beginning, Mid-Year, and End-of-Year)</p>		Ellias Crowder	10/13/2023
<i>Notes:</i>					

	A2.15	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(5105)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	SIHS instructional teams will be able to work together to make shared curricular decisions. We will collectively examine the learning standards to which the school or district adheres and the curricular models that the school uses; these two sources of information must then be arranged into unit plans – chunks of work that last approximately one month – for each of the grade levels or content areas that the instructional team covers. This ensures that our teachers stay organized in their instructional plans and that what happens in classrooms across the school. We will meet monthly, to develop the rapport and depth of conversation needed to drive teaching and learning in the school	Limited Development 09/09/2019		
	<i>How it will look when fully met:</i>	Vertical alignment documents for all departments  Horizontal alignment documents for all departments  Improved Student Performance as measured by the individual Teacher Team Goals and Departmental Goals.  WHILE VIRTUAL: Teachers will create a <a href="#">weekly overview</a> of assignments, lessons, standards, etc... and post it in the Announcements section on Canvas by 8:00AM on the first school day of each week.		Bruce Macartney	10/13/2023
	<b>Actions</b>		<b>0 of 3 (0%)</b>		
	9/21/23	Teachers will collaborate with colleagues to provide individualized differentiated instruction to students based on both formative and summative assessment data.		Bruce Macartney	10/13/2023
<i>Notes:</i>					

9/21/23	Instructional Pods created to identify teachers needing additional support. Lead teachers will observe and provide feedback and support. Struggling teachers will observe lead teachers to gain knowledge of best practices.		Bruce Macartney	10/13/2023
<i>Notes:</i>				
9/21/23	Monthly PD sessions to differentiate for teachers. Lead teachers offer PD sessions demonstrating best practices.		Robert Little	10/13/2023
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Student support services</b>
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	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
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**Initial Assessment:**

SIHS will implement a multi-tiered system of support is on classroom instruction. The system will ensure that each of our teachers are faithfully implementing effective teaching practices and aligning them to the same standards and skills as their peers teaching other tiers of intervention. This will help then schools improve the success rates of struggling students and the accuracy of identifying students who truly have disabilities. This multi-tiered system of supports actually strives to better align those groups into a school-wide academic model. This system also establishes the general education classroom as a reference point for student performance. The first step to intervention is to identify students who need supports and attempt to provide them within the general education setting, such as peer tutoring or small group instruction. The second and third tiers of support must be viewed as supplemental to, not in lieu of, the instruction of the general education classroom. Student's success in a higher tier is largely dependent on the quality of services provided in Tier 1; consequently, the effectiveness of instruction is a primary focus when implementing a tiered system. Previous poor instruction can be the cause of student learning difficulties, often leading to misidentification for special education services. The MTSS framework is broader than response to intervention or problem solving alone. It establishes a system intentionally focusing on leadership, professional development, and empowering culture within the context of assessment, curriculum, and instruction.

[SIHS Core Team Referral Process](#)

[SIHS Core Team Referral Form](#)

Limited Development  
09/10/2018

<b>How it will look when fully met:</b>	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.		<b>Latonia Bostic</b>	<b>10/13/2023</b>
<b>Actions</b>		<b>0 of 5 (0%)</b>		
9/21/23	Refine our MTSS (Core Team) processes and hold meetings every month. 10 Teachers, SAP, 1 Counselor, 2 Admin, and Student Support Liaison will serve as the team members.		Teachers/ Leadership team Teachers/ Leadership tea	10/13/2023
<i>Notes:</i>				
9/21/23	Utilize FLEX tutoring as a strategic academic intervention for students who are not passing classes, those who have not completed assignments, and/or those who need enrichment.		Yvette Shelter	10/13/2023
<i>Notes:</i>				
9/21/23	Develop guidelines for FLEX tutoring to ensure the tutoring environment is protected, organized, and systematic.		Nancy Watts	10/13/2023
<i>Notes:</i>				
9/21/23	Provide targeted instruction for students identified using Exact Path data and assigned to Math 1 FLEX priority sessions tutoring weekly to provide extra support.		Aaron Richmond	10/13/2023
<i>Notes:</i>				
9/21/23	Provide targeted credit recovery sessions for eligible students during the day.  Students in need of credit recovery will have the ability to utilize Edmentum / Edgenuity via learning lab or remotely.		Melissa Nava	10/13/2023
<i>Notes:</i>				