

## 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:** South Iredell High School is committed to maximizing student achievement by igniting a passion for knowledge and lifelong learning.

**Goals:** By June 2025, we will integrate restorative practices into our existing structure, aiming to close the achievement gap by 10%, increase overall grades by 5%, and improve attendance by 10%, thus positively shifting our school culture. This will be achieved through comprehensive teacher training, student remediation through intentional FLEX, and regular monitoring, evaluation and meaningful feedback.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 1: Turnaround Leadership</b>				
<b>Effective Practice:</b>		<b>Practice 1B: Monitor short-and long-term goals</b>				
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

The principal's role in monitoring curriculum and instruction is critical for ensuring students receive a quality education. To determine that best teaching practices are being used, the administrative team conducts scheduled and unscheduled classroom observations, as well as weekly classroom walk throughs. Scheduled visits allow teachers the opportunity to prepare and demonstrate teaching practices while unscheduled visits and walkthroughs allow administrators to view an authentic day-to-day view of classroom instruction. After observations and reviews, the administrative team provides timely, clear and constructive feedback highlighting strengths and offering suggestions for improvement.

Limited Development  
10/05/2022

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<p><b>How it will look when fully met:</b></p>	<p>By May 2025, each teacher and staff member will have completed observations. New teachers will have 4 comprehensive observations (3 from admin team and 1 peer). Veteran teachers not in a renewal year will have 2 abbreviated observations. Additionally, the administrative team will complete weekly walk throughs to allow for a more authentic day-to-day view of classroom instruction.</p> <p>Following the observations, the administrative team will meet with each teacher to discuss the observation and provide constructive feedback. Feedback will be clear and specific, highlighting strengths and offering suggestions for improvement. Conversations should offer teachers the opportunity to reflect and encourage self assessment, as well as determine opportunities for professional growth.</p> <p>Based on data received in observations and walkthroughs, the principal will enlist the instructional committee to offer inhouse professional development geared to meet the needs of teachers. Workshops, peer advising, and coaching sessions may also be implemented. Ongoing monitoring will follow to determine progress.</p> <p>Resources:</p> <p><a href="#">Classroom Walkthrough Tool (CWT)</a></p>		<p><b>Administrative Team</b></p>	<p><b>05/23/2025</b></p>
<p><b>Actions</b></p>		<p><b>3 of 4 (75%)</b></p>		
<p>8/28/24</p>	<p>Administrative team will develop a Classroom Walkthrough (CWT) tool to be used to ensure consistency among administrators in coaching teachers. The CWT will focus on student engagement and inquiry the usage of Depth of Knowledge (DOK) strategies.</p>	<p>Complete 08/26/2024</p>	<p>Latonia Bostic</p>	<p>08/26/2024</p>
<p><i>Notes:</i></p>				
<p>8/28/24</p>	<p>Weekly walkthrough schedule created with a focus on new and struggling teachers.</p>	<p>Complete 08/28/2024</p>	<p>Robert Little</p>	<p>08/30/2024</p>
<p><i>Notes:</i></p>				
<p>8/28/24</p>	<p>Administrative team will work with teachers to set specific, measurable, attainable, relevant and time-bound goals for professional development. Goals will be reviewed throughout the year by teachers and evaluators to determine progress.</p>		<p>Michael Culbreath</p>	<p>09/10/2024</p>
<p><i>Notes:</i></p>				

8/13/24	Schedule teacher observations - New teachers will have 3 full observations by an administrator and 1 observation by a peer. Veteran teachers and teachers not in a renewal will have 2 abbreviated observations. Teacher and support staff will receive 1 full and 2 short observations.	Complete 05/23/2025	Michael Culbreath	05/23/2025	
<i>Notes:</i>					
	<b>B3.05</b>	<b>The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	The leadership team is developing and implementing effective MTSS services based on the information from stakeholder referrals to identify and support students at risk for dropping out. MTSS teams have defined specific indicators that will be tracked (e.g., chronic absenteeism, failing grades, behavioral referrals) and set thresholds for identifying students at-risk for drop out.	Limited Development 08/13/2024		
<b>How it will look when fully met:</b>	<p>Implementation of effective MTSS services based on the information from stakeholder referrals to identify and support students at risk for dropping out. MTSS teams will have defined specific indicators that will be tracked (e.g., chronic absenteeism, failing grades, behavioral referrals) and set thresholds for identifying students at-risk for drop out.</p> <p>Staff will be trained in the usage of RTI stored for real-time data tracking and reporting of the indicators identified. Based on data reviewed, the MTSS team will develop individualized support plans for identified students, incorporating academic support, counseling, and parental involvement as needed. Throughout the month, the team will track the effectiveness of interventions by monitoring changes in student classroom performance, attendance, and behavior. Interventions will be adjusted as necessary based on ongoing data analysis. Additional support or resources for students, staff and parents will be given where needed.</p> <p>To determine full implementation of the goal, the following criteria should be meet:</p> <ul style="list-style-type: none"> <li>- Reduction in the percentage of students identified as at-risk.</li> <li>- At least 10% improvement in student attendance, 5% improvement in academic performance, and less discipline referrals.</li> <li>- Positive feedback from stakeholders (students, parents and staff) on the effectiveness of the MTSS interventions and supports provided.</li> </ul>		Lisa Scott	05/23/2025
<b>Actions</b>		<b>3 of 8 (38%)</b>		
9/4/24	Create an MTSS behavior team that includes an AP, Student Assistance Program (SAP) Coordinator, counselors and department chairs to identify Tier 2 and Tier 3 behaviors and to discuss potential interventions.	Complete 09/10/2024	Yvette Shelter	09/10/2024
<i>Notes:</i>				

9/4/24	Developed a CORE team made up of the Student Assistance Program (SAP) Coordinator, a counselor, an AP and teachers who review referrals submitted by various stakeholders. Referrals are for students who need additional MTSS Tier 2 or higher support services.	Complete 09/10/2024	Yvette Shelter	09/10/2024
<i>Notes:</i>				
9/4/24	Develop a Viking Success Contract for use with students who have a class average below a 50% at the end of the 1st nine weeks. Students will be given the opportunity to complete class assignments to earn up to a 50% to give them a better opportunity to earn credit for the course.	Complete 09/10/2024	Latonia Bostic	09/10/2024
<i>Notes:</i>				
9/4/24	Student Assistance Program (SAP) Coordinator offer professional development for all staff on how to use RTI stored to track student testing performance, attendance, and behaviors in an effort to identify at risk students. Training will include how to enter data, interpret results, and understand intervention strategies.		Yvette Shelter	11/12/2024
<i>Notes:</i>				
9/4/24	Create an MTSS academic team that includes an AP, SAP, and teachers to identify students who are failing core subjects and/or student who are eligible for credit recovery.		Yvette Shelter	11/12/2024
<i>Notes:</i>				
9/4/24	The Student Assistance Program Coordinator and administrative team representative will prepare a report summarizing findings, including trends in at-risk indicators (behaviors, attendance, etc.), successful interventions, and areas for improvement at the end of the semester to evaluate the overall effectiveness of the MTSS strategies in reducing dropouts.		Lisa Scott	01/14/2025
<i>Notes:</i>				
9/4/24	MTSS teams track students monthly to identify progress on goals that were identified through the referral process and to discuss potential interventions. The team will develop individualized support plans for identified students, incorporating academic support, counseling, and parental involvement as needed.		Yvette Shelter	05/23/2025
<i>Notes:</i>				
9/4/24	From referrals, the Student Assistance Program (SAP) Coordinator and mentor teachers develop a check and connect system to document student progress for movement within RTI stored.		Yvette Shelter	05/23/2025
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Directly align professional development with classroom and peer observations, ensuring that training initiatives effectively build specific skills and knowledge of teachers to enhance instructional practices.	Limited Development 08/13/2024		
<i>How it will look when fully met:</i>		<p>The school leadership team will establish a systematic approach to directly align professional development with classroom and peer observations, ensuring that training initiatives effectively build specific skills and knowledge of teachers to enhance instructional practices that maximize student learning. The team will establish criteria for identifying professional development needs based on school report card and observation data. The team will ensure PD alignment with the school improvement plan goal.</p> <p>Full implementation will be determined when the following criteria are met:</p> <ul style="list-style-type: none"> <li>- Improvement in targeted instructional areas as evidenced by follow-up observations.</li> <li>- Positive feedback from teachers regarding the relevance and effectiveness of professional development.</li> <li>- Observable improvements in student engagement.</li> <li>- Marked improvement in EOC tested subjects linked to enhanced teaching practices.</li> </ul>		Latonia Bostic	05/23/2025
<i>Actions</i>			<b>2 of 5 (40%)</b>		
	9/4/24	Create a standardized classroom walkthrough (CWT) tool that includes categories aligned with key instructional areas. Identify professional development needs based on observation data, ensuring alignment with school improvement plan goal.	Complete 08/26/2024	Latonia Bostic	08/26/2024
<i>Notes:</i>					
	9/4/24	Form an instructional committee comprising administrators, IB Coordinator, instructional coaches, media coordinator and teacher leaders to design a framework for professional development that directly connects to data received during classroom observations .	Complete 08/29/2024	Latonia Bostic	09/10/2024

*Notes:*

9/4/24 Work with the instructional committee to develop professional development sessions that specifically address the skills and knowledge gaps identified through observations. Sessions should incorporate hands-on, practical strategies that teachers can immediately apply in their classrooms.

Latonia Bostic

10/08/2024

*Notes:*

9/4/24 Provide ongoing coaching and support to teachers as they implement new strategies in their classrooms.

Latonia Bostic

05/23/2025

*Notes:*

9/4/24 Collect feedback from teachers on the relevance and impact of professional development sessions linked to observations and review student performance data to assess the impact of professional development on student outcomes.

Leadership Team

05/23/2025

*Notes:*