

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%)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Limited Development 09/21/2023		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		<p>When we start our weekly PLCs which are now located to the AP Academy room and is now designed to be an effective space. We also have student data sheets that teachers can complete. The information will be the results of assessments from the past week. Teachers will create lesson plans that will address gaps of students. The data manager will also send a spreadsheet with failures. This spreadsheet will be shared with teachers and they can give feedback as to why they are failing.</p> <p>The support staff will then look at why these students are failing and address those which is under their umbrella.</p> <p>Create a success academy for students who are behind their graduation cohort, in order to help them recover credits. They will sit in a learning lab with staff members helping them to get caught up.</p>		Ben Johnson	10/30/2024
Actions			1 of 3 (33%)		
	8/16/24	We will set up the structure of our PLC meeting and begin the meetings. These meetings will be set on a designated day and will be led by administration, content coaches, teachers and support staff. The PLCs will meet on Thursday. We will be analyzing classroom data every week, and district data at the end of every cycle. The teachers will be progress monitoring and analyzing the data and meeting with the content coaches. The content coaches will be meeting with teachers to create lesson plans and activities to address gaps.	Complete 09/01/2024	Ben Johnson	09/01/2024
<i>Notes:</i>					

	8/16/24	Create data analysis spreadsheet to identify at risk academic students who are failing multiple classes. We will take the sheet to the MTSS support team that will consist of our SAP, School Social Worker, School Counselors and school based therapist. This team will determine what is the root cause of the issue.		Jamie Caldwell	10/17/2024
	<i>Notes:</i>				
	8/16/24	Create a Success Academy at West Iredell for students who have fallen behind their same age cohorts.		Reggae Samuel, Mataus Diaz	10/30/2024
	<i>Notes:</i>				
Implementation:			09/21/2023		
	Evidence	9/21/2023. Agendas and minutes have been uploaded to the operations folder			
	Experience	9/21/2023 First content specific PLC was held successfully by all departments.			
	Sustainability	9/21/2023 continuing holding monthly meetings, as well as uploading agendas and meeting minutes			
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

Initial Assessment:

We plan to introduce a new Intervention block 4 times a week called Warrior Time during the specified class period.

Students will use online platforms such as Edmentum for credit recovery and Exact Path (EC) to increase pass rates. Also implementing Edmentum into Foundations of Math 1 and 3 and English foundations to identify gaps and make progress towards to meeting student needs.

All students who take Biology, Math 1 and Math 3, and English 2 will participate in NC Check-ins and teachers will analyze the data.

CTE students will participate in Baseline/Midterms, and teachers will analyze the data.

Teachers will use Pre AP Materials that focus on essential skills with their students in English II and Biology.

Teachers will participate in PD that focuses on 3 things: Get better faster, Depth of Knowledge and also learn how to use A.I. to implement into their daily and/or weekly lessons. Administration, content coaches will meet with teachers on a weekly basis to look at student performance and what we can do to address them.

Limited Development
06/22/2017

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	All teachers and support, content coaches, will attend PLC meetings on a designated day of the week. We will analyze student data and also look at our MTSS pyramid to address all tiers of MTSS PYramid. We will figure out how we can move students forward. We will also look at strategies of how to get students and get them back in their original cohort or our next steps. We are working in a collaborative effort with Mitchell Community College to provide services with students that are stuck and we can revisit the options that we have.			Jamie Caldwell	04/10/2025
Actions			9 of 14 (64%)		
8/17/24	The data manager will provide a failure list along with the date of the last grade update during our weekly PLC sessions. This will support accurate record-keeping and create accountability for teachers, ensuring that student records are consistently up-to-date and reliable.		Complete 09/02/2024	Donna Johnson	08/22/2024
<i>Notes:</i>					
8/17/24	Co-teachers will utilize a daily tracking log to document how inclusion needs are being met, including a schedule of the classes and students they are servicing. Additionally, the EC (Exceptional Children) department will maintain a log and provide a signature sheet for both the EC teacher and the regular education teacher. This ensures accountability and proper coordination in supporting students with disabilities.		Complete 09/02/2024	Kim BUrns, David Parsons, Rebecca Gilles	08/22/2024
<i>Notes:</i>					
8/17/24	EC teachers will provide targeted support for SWD students in Math I and other core classes. They will focus on both regular math instruction and addressing any skill gaps to enhance overall student achievement.		Complete 09/02/2024	Angie Milliron	08/22/2024
<i>Notes:</i>					
8/17/24	EC teachers will pull SWD students during Warrior Time and on Wednesdays during Homeroom to address specific skill gaps and offer targeted support. This dedicated service time aims to help students strengthen their skills and improve their overall academic performance.		Complete 09/09/2024	Kim Burns, David Parsons, Rebecca Giles	08/26/2024

<i>Notes:</i>				
8/17/24	Administration will conduct informal observations of teachers using the DOK (Depth of Knowledge) Walkthrough Observation Template. This method will help evaluate the level of cognitive demand in classroom activities and ensure that instruction is aligned with the desired depth of understanding.	Complete 09/02/2024	Ben Johnson	08/26/2024
<i>Notes:</i>				
8/17/24	The EC (Exceptional Children) department will utilize homeroom tracking sheets to closely monitor the progress of students with disabilities (SWD). These sheets will ensure effective observation and management of their academic and behavioral development.	Complete 09/09/2024	Angie Milliron	08/29/2024
<i>Notes:</i>				
8/17/24	We will evaluate Office Discipline Referrals (ODRs), attendance, and grades for Check and Connect referrals. Additionally, students will have the opportunity to select their homeroom teacher, which fosters positive interactions and ensures that students are paired with a teacher they have a good relationship with. This teacher will then be in a strong position to have crucial conversations about academic or behavioral issues, enhancing the support and guidance provided to the student.	Complete 09/09/2024	Jamie Caldwell	09/05/2024
<i>Notes:</i>				
8/17/24	On our upcoming PLC day, we will train staff on the Check and Connect mentor process to enhance student support. The session will start with an overview of the model's goals and benefits, followed by an explanation of its key components and the roles of mentors.	Complete 09/10/2024	Angie Milliron	09/10/2024
<i>Notes:</i>				
8/17/24	Leadership teacher will use WICOR strategies to support Freshmen students in their classes. WICOR, which stands for Writing, Inquiry, Collaboration, Organization, and Reading, is designed to enhance student skills and improve their academic success.	Complete 09/10/2024	Ben Johnson	09/10/2024
<i>Notes:</i>				

8/17/24	The Check and Connect program will be extended to include staff members. It will focus on students who have failed two or more classes in the Fall Semester, as these students often face attendance issues. By involving staff in this targeted support, we aim to address both academic and attendance challenges more effectively.		Angie Milliron	09/15/2024
<i>Notes:</i>				
8/17/24	All teachers will have access to the Varsity Tutors Program, providing additional support for students who need extra help with content. Additionally, teachers who incorporate writing into their curriculum can have students submit essays for feedback, offering targeted assistance to improve their writing skills.		Ben Johnson	09/16/2024
<i>Notes:</i>				
8/17/24	Junior Homeroom teachers will implement Varsity Tutors (ACT component) to provide enrichment activities to provide support and improve from 14% proficiency.		Ben Johnson	09/20/2024
<i>Notes:</i>				
8/17/24	Check and Connect mentors and mentees will be assigned and will start using electronic progress monitoring. This approach will facilitate ongoing tracking of student progress and provide timely updates on their development, ensuring effective support and intervention.		Angie Milliron	10/05/2024
<i>Notes:</i>				
8/17/24	Two teachers that are trained in CCRG have students placed in their homerooms over the summer. These students are separated based on what their lowest score is based on Reading and Math. These students will work through the Canvas page for CCRG students in order to meet state requirements.		Marshall Stewart	12/18/2024
<i>Notes:</i> These students will complete this in their homeroom class.				
Implementation:		01/19/2023		
Evidence	1/19/23 Google documents have been created and can be accessed to provide proof that objectives have been implemented.			
Experience	1/19/23 This objective has been ongoing for multiple years.			
Sustainability	1/19/23 Continued monitoring of students that require additional support: academic and attendance.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		<p>Teachers and administrators will be actively visible in the hallways during class changes and lunch periods to ensure a smooth and secure environment, to help decrease interruptions to the learning day.</p> <p>To further enhance security, bathrooms will be shut down during all transition periods, and the eHallpass system will be implemented for students needing to exit classrooms. Admin will create a duty schedule and monitor to make sure teachers are following through with their assigned duty.</p> <p>Our SAP will identify students as high-risk for disciplinary issues, they will be paired with a Check and Connect mentor to provide additional support. Check and Connect Mentors will do weekly check-ins with their mentees.</p> <p>Additionally, teachers will participate in classroom walkthroughs and peer evaluations, fostering a collaborative and reflective teaching environment.</p>	Limited Development 02/01/2023		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		All teachers will be visible during class changes, as well as no students in the bathroom during transition times. There will be structured bathroom breaks during the day that would actually offer more time for students to go to the bathroom to provide a safe time to go to the rest room. We will look at ODR data and address any gaps to improve the processes during the day or areas in the building.		Ben Johnson	05/15/2025
Actions			0 of 2 (0%)		
	8/16/24	An accountability document will be created to monitor teacher visibility in the hallway during transition periods as well as lunch periods.		Ben Johnson	09/15/2024
<i>Notes:</i>					

8/16/24	Mentors assigned to students who are at high risk for behavior. This action will take place after we identify children that need to be served.		Paul Veach	10/05/2024
<i>Notes:</i>				
Implementation:		09/21/2023		
Evidence	9/21/2023			
Experience	9/21/2023			
Sustainability	9/21/2023			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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>		<p>Teachers have access to materials that they will implement monthly during homeroom which is Wednesday every month.</p> <p>We will continue to implement Check & Connect for students who need extra levels of social and emotional support.</p> <p>Our school's SAP will continue to meet with students who need individual levels of social and emotional support.</p>	Limited Development 08/19/2019		
<i>How it will look when fully met:</i>		Students will feel heard, understood, and valued 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. ODRs will continue to decrease, because building relationships will be at the forefront with the students.		Ben Johnson	03/01/2025
Actions			5 of 7 (71%)		
	8/19/19	Increase the availability and effectiveness of mental health support for students to promote academic success, emotional well-being, and overall student development. Adding a SAP, School based therapist as well.	Complete 09/13/2024	Angie Milliron	09/01/2024
<i>Notes:</i>					

8/19/19	Set-up students in the Truth Girls program which is a mentoring program that meets once a week. This will help young girls that are struggling with pressures and also improve self concept in a faith based setting.	Complete 09/15/2024	Linda Marshal	09/26/2024
<i>Notes:</i>				
12/6/23	Award the plaque to group with best attendance. This plaque will be awarded twice a month to the grade level with the best attendance. There will be some students that will be able to get their		Paul Veach	09/30/2024
<i>Notes:</i>				
8/15/24	Create an area where PLCs and data can be displayed and reviewed. This room will be where PLCs will be held every Thursday and teachers and support staff to look at data. The MTSS (behavioral) segment of this meeting will be focused on what the support team is doing to meet the needs of the student such as counseling, advisement, check and connect, attendance and completing the work.		Ben Johnson	10/19/2024
<i>Notes:</i>				
8/19/19	Utilize SAP Coping Skills Groups, Grief Group, and SAP Counselor classroom presentations to meet student needs.	Complete 01/19/2023	Paul Veach	10/31/2024
<i>Notes:</i>				
8/19/19	Conduct monthly MTSS meetings to track MTSS mentoring, Check and Connect, and SAP Counselor referrals.	Complete 10/31/2022	Jamie Caldwell	10/31/2024
<i>Notes:</i>				
8/19/19	Create and continue opportunities for positive climate campaigns each semester such as S.A.V.E and S.A.D.D.	Complete 12/06/2023	Ben Johnson	12/14/2024
<i>Notes:</i> With the except of student of the week being weekly				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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>		The principal will continue to use Blackboard Connect to provide weekly updates to students and families, ensuring consistent and timely dissemination of important information. In addition, the school will leverage social media platforms to share updates on successes, upcoming events, and any other relevant needs. To enhance communication specificity, we will implement the Bandapp, which will allow us to tailor updates for each grade level. This approach will streamline communication, ensuring that students and parents can easily navigate a single application for all their needs. Teachers will maintain their schedule of providing progress reports and report cards every 4.5 weeks, keeping parents informed of their child's academic performance. Additionally, teachers will log parent contacts on a voluntary basis or specifically for at-risk students, helping to ensure that all necessary follow-ups and communications are appropriately documented.	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 be more effective when parents/guardians are involved and informed about their students academic, behavior, and attendance here. All stakeholders will work in partnership toward the common goal of creating an effective and meaningful educational experience for our students. 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.		Jamie Caldwell	12/01/2024
<i>Actions</i>			3 of 6 (50%)		
	8/17/24	The administration will ensure that all students are informed about PowerSchool and understand how to sign up for notifications. This will help them stay updated on their grades and academic progress throughout the school year.	Complete 08/22/2024	Ben Johnson	08/12/2024
<i>Notes:</i>					

8/17/24	Teachers will be required to make at least one parent contact per week, which can be done through various methods such as phone calls, face-to-face meetings, the Avaya app, or email. This consistent communication ensures that parents are kept informed about their child's progress and any important updates, fostering a strong partnership between the school and families.	Complete 09/11/2024	Ben Johnson	09/10/2024
<i>Notes:</i>				
9/13/24	A weekly connected will be sent out on Sunday nights by administration to let parents know about upcoming activities at West Iredell.	Complete 09/13/2024	Jamie Caldwell	09/13/2024
<i>Notes:</i>				
8/17/24	The entire school will be adopting a unified communication app that everyone will agree on to streamline mass communication with students and parents. This app will serve as a central hub for all communication, including mass announcements for school sports teams, school-wide updates, club activities, and other important information. By using a single platform, we aim to ensure that all members of the school community receive timely and consistent messages, making it easier for everyone to stay connected and well-informed. Admin will do a monthly check to ensure all teachers, coaches, and staff are using the Band App to communicate important information that pertains to the whole group.		Ben Johnson	10/01/2024
<i>Notes:</i>				
9/13/24	A digital newsletter will be sent out on the first of every month with a month at a glance to give parents ample time to know about things happening here at school.		Marshall Stewart	10/01/2024
<i>Notes:</i>				

8/17/24	<p>To ensure consistent and effective communication with parents, we have established a new Parent Contact Log for the school year. This log, created in Google Sheets, is designed to help teachers document and track all interactions with parents and guardians.</p> <p>The log includes several key fields to capture important details about each contact. Teachers will record the date of the interaction and provide their own name to identify who made the contact. Each entry will include the student's name and grade level to clearly link the contact to a specific student.</p> <p>We've also included a section to note the parent or guardian's name who was contacted, as well as the method of contact, such as whether the communication was made by phone, email, or in person. The purpose of the contact will be documented to clarify why the outreach occurred, whether it was related to academic performance, behavior, attendance, or another reason.</p>		Ben Johnson	10/11/2024
<i>Notes:</i>				
Implementation:		06/05/2019		
Evidence	6/5/2019 - Parent Contact Logs (Google Drive)			
Experience	6/5/2019 - We struggled to complete this objective, but we have increased parent involvement this year.			
Sustainability	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.			