

Comprehensive Progress Report

Mission: NIHS strives to grow ALL students' academic success by promoting their mental, physical, emotional, and social well-being by building relationships.

Vision: Deep roots, high expectations.

Goals:

By 2025 decrease number of Reportable offenses by 20% (A4.06)

By 2025-26 school year, increase student growth on all state assessments (A4.01)

By 2025 increase participation in Parent Climate Survey (E1.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3A: Diagnose and respond to student learning needs

	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:	<p>All teachers will monitor students and refer as necessary to proper support staff as well as incorporate strategies from our school-wide literacy plan as a collective focus to increase comprehension. Certain study halls are being established for tiered gap instruction.</p> <p>Teachers, Student Services, classified staff, and administration are all working together to ensure all students are highly engaged and their individual needs are met.</p>	Limited Development 03/13/2017		
	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	<p>During observations and classroom walk-throughs, 100% of teachers will have visible lesson objectives, implement literacy strategies and use "Capturing Kids Hearts" strategies for the betterment of classroom management. Our graduation rate will be at at least 93% and student EVAAS growth in tested subjects will show growth expectations are met.</p> <p>We plan to reduce the number of reportable offenses (reduce by 20%) per nine weeks, while increasing number of eligible students for Raider Reward Days to 85% per nine weeks. We further strategize to decrease total referrals per nine weeks, per grade level by at least 10%.</p>		Diana Jones	06/10/2027
Actions		0 of 4 (0%)		
4/9/25	We are implementing Edmentum-based unit recovery to provide a safety net for students who are at risk of not passing their courses in the current semester. Students will be receiving targeted instruction aligned to their unique gaps from the Edmentum units.		Tammy Reavis	12/15/2025
<i>Notes:</i>				

8/7/25	Teachers will be trained on the analytical gradebook features of our new SIS Infinite Campus. The goal is to train teachers to use the gradebook tools in infinite campus to run analytical reports. Teachers will be assisted weekly during PLC when they report their data to drive instruction.		Alisha Osborne	12/19/2025
<i>Notes:</i>				
8/7/25	We will plan for a professional development for best academic practices as it relates to our multi tiered support system. The goal of of this training is to empower teachers to leverage their support system to improve student outcomes. Once staff has been trained there will be follow-ups during PLC to ensure that staff is supported and they are utilizing their support system and improving student outcomes.		Hunter Tharpe	03/06/2026
<i>Notes:</i>				
8/7/25	Student services PLC will review and document MTSS data. The goal of this action is for the Student Services PLC to examine academic, behavioral, and attendance data to develop a plan to support students and improve student outcomes. This group will collect data throughout the course of the year and then use those findings to drive decision making.		Tennille Sherill	05/22/2026
<i>Notes:</i>				
Implementation:		08/22/2023		
Evidence	8/26/2021 EOC teachers meet twice per week with content coaches to discuss data from common assessments. EOC scores have improved.			
Experience	8/26/2021 Content coaches are available on the NIHS campus. EOC teachers meet twice per week with content coaches to discuss data from common assessments. Teachers are utilizing remediation and enhancement practices regularly and providing a variety of supports for failing students or those that are falling behind. Teachers are utilizing tiered supports to provide students with opportunities for academic success.			

Sustainability	8/26/2021 Content coaches should continue to provide support. Teachers should reach out to content coaches as needed and continue to utilize them in PLCs for lesson planning and data discussions. Teachers should continue to use targeted remediation and enhancement and supports for failing students and those who are falling behind. Teachers should continue to utilize tiered supports to provide students with opportunities for academic success. Leadership should continue to observe teachers and provide feedback.			
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Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	During our weekly PLCs we discuss behavioral data across all tiers. Classroom teachers plan interventions for students in conjunction with administrators and members of student support services. We discuss plans on how to decrease instances of ISS and OSS for students while also holding students accountable for their actions.	Limited Development 11/11/2021		
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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
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How it will look when fully met:	We will know that this goal is fully met when we decrease ODRs by 10% and decrease total days of ISS and OSS by 5%.		Tammy Reavis	06/23/2027
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Actions		0 of 3 (0%)		
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8/7/25	Staff will be trained on classroom management during the upcoming ERPD in the fall, including the difference between classroom discipline and office discipline. The goal of this action is to assist teachers on classroom management and encourage them to document minor incidents to help the EC department with their documentation. We will measure this goal by seeing if discipline goes down and if there are increased minor incidents reported.		Carrigan McCann	12/19/2025
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<i>Notes:</i>				
8/7/25	School leadership will create personalized, structured environments to target specific behavioral issues for repeat offenders based on the areas of campus students had received prior ODRs. The goal of this action is to identify specific behavior problems and create a customized plan for each student so they avoid the areas and times where they are most likely to receive an ODR. We will measure this goal by seeing if the targeted behavior issues are reduced by at least 10% during each quarter.		Diana Jones	03/06/2026
<i>Notes:</i>				
8/7/25	We will increase the frequency of our attendance and grade accountability form that is given to students. We will increase this to 4 times a year in order to inform students and parents of their attendance and academics. We hope this will increase accountability for students and foster a sense of responsibility for their own decisions regarding school.		Maribeth Warren	06/23/2026
<i>Notes:</i>				
Implementation:		01/06/2023		
Evidence	1/6/2023 Teachers and staff consistently implement the principles of and use SEL lessons during study hall			
Experience	1/6/2023 NIHS has adopted a culture of positivity and relationship building with students, staff, and parents.			
Sustainability	1/6/2023 Retraining of new staff in principles of relationship building (SEL, CKH, etc).			

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>		1). In weekly PLCs teachers communicate with administrators to discuss the needs of their students and ensure that teachers are contacting parents/guardians. 2). Data from the parent climate survey is addressed and is used to inform decision making. 3.) A weekly parent newsletter called Parent In-The-Know is used to inform parents of the things happening on campus. 4). Frequent community outreach/information events take place on campus in order to increase parental involvement in students' education. 5). Teachers utilize many methods to contact parents and involve parents in their child's success at school.	Limited Development 09/12/2023		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		When this objective is fully met, 95% of parents have been contacted by school personnel to discuss their student's progress toward meeting academic goals, increased attendance, and decreased behavior referrals. Data from the Iredell-Statesville Schools parent climate survey will result in increased participation.		Diana Jones	06/23/2027
<i>Actions</i>			0 of 3 (0%)		
	8/7/25	We will engage in teacher-led professional development to train teachers on the parent contact log feature in Infinite Campus to document parent engagement efforts. This will increase parent/guardian communication across all tiers of students and foster greater connection with the school. We will monitor our progress with the implementation of the parent contact log each quarter.		Laura Cass	12/19/2025
<i>Notes:</i>					
	8/7/25	We will inform parents of curriculum opportunities their students can choose to do at home, including partnership camps and internship opportunities at local businesses. Each month we will include these optional curriculum opportunities in our Parent In-The-Know Newsletter.		Dede Champy	03/06/2026
<i>Notes:</i>					

8/7/25	We will inform parents and students about the Pathful application in order to help them make career, lifestyle, and academic choices in the future. We will communicate information about Pathful's features to parents and students in our weekly Parent and Student-In-The-Know newsletter, and Study Hall teachers will provide printed copies of Pathful information to families upon their request in place of digital copies.		Maribeth Warren	05/22/2026
<i>Notes:</i>				
Implementation:		05/21/2025		
Evidence	5/21/2025 95% of parents have been contacted by school personnel to discuss their student's progress toward meeting academic goals, increased attendance, and decreased behavior referrals.			
Experience	5/21/2025 1). In weekly PLCs teachers communicate with administrators to discuss the needs of their students and ensure that teachers are contacting parents/guardians. 2). Data from the parent climate survey is addressed and is used to inform decision making. 3.) A weekly parent newsletter called Parent In-The-Know is used to inform parents of the things happening on campus. 4). Frequent community outreach/information events take place on campus in order to increase parental involvement in students' education. 5). Teachers utilize many methods to contact parents and involve parents in their child's success at school.			
Sustainability	5/21/2025 Continued weekly PLCs to discuss the needs of students and to ensure that teachers are contacting parents. Continued use of Parent In the Know newsletter, Social Media, Connect-Ed messages, parent-teacher conferences, community events, and phone calls to contact parents and guardians. Continued use of the Parent Climate Survey. Continued use of progress reports and report cards to inform parents.			