

## 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>		For the 2025-26 school year, we are shifting our PLC process to include large group RISE (Reflect, Improve, Support, Excel) meetings on the 2nd and 4th Thursdays of every month and small group PLCs for tested subjects on the 1st and 3rd week of every month. The smaller PLCs for tested subjects will increase our ability to monitor progress and analyze data in addition the professional development we are providing in our RISE meetings.	Limited Development 09/21/2023		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>We will start Our weekly PLCs which are now located to the 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>		<b>Ben Johnson</b>	<b>10/30/2025</b>
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	8/26/25	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, Instructional facilitators 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.		Kevin Moore	09/11/2025

		<i>Notes:</i>				
	8/16/24	Create a Success Academy at West Iredell for students who have fallen behind their same age cohorts.			Kendall Jones, Mataus Diaz	09/11/2025
		<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.			Dan Roseman	09/12/2025
		<i>Notes:</i>				
	12/2/24	Teachers will display essential standards and learning targets, ensuring they are updated with each lesson.			Dan Roseman	09/15/2025
		<i>Notes:</i>				
	8/17/25	In addition to our large group PLC Meetings (now called RISE for Reflect, Improve, Support, Excel) teachers who teach tested subjects will PLC with their peers for the purpose of planning, data analysis, and productive brainstorming. RISE meetings will be every 2nd and 4th Thursday and tested subject PLCs will be on the 1st and 3rd weeks of every month.			Jarrett Moore	09/21/2025
		<i>Notes:</i>				
	12/2/24	Facilitate PLC meetings centered on alignment, the unpacking process, and clarifying Depth of Knowledge (D.O.K.) levels.  Remediation will begin when Pathfinder starts. The teachers that are remediating will meet on Wednesday.			Dan Roseman	09/24/2025
		<i>Notes:</i>				
<b>Implementation:</b>				06/16/2025		
	<b>Evidence</b>	9/21/2023. Agendas and minutes have been uploaded to the operations folder				
	<b>Experience</b>	9/21/2023 First content specific PLC was held successfully by all departments.				
	<b>Sustainability</b>	9/21/2023 continuing holding monthly meetings, as well as uploading agendas and meeting minutes				
<b>KEY</b>	<b>A4.01</b>	<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.(5117)</b>		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

Pathfinder is a structured remediation and club period that will take place four days each week during the designated class period. Replacing Warrior Time, Pathfinder is designed to provide targeted academic intervention and enrichment opportunities while also expanding student participation in extracurricular clubs. Approximately 80 students will be assigned to eight teachers for focused remediation in Math 1, Math 3, English II, and Biology, maintaining a 10:1 student-to-teacher ratio. Students in need of intervention will be identified through NC Check-ins and classroom performance data to ensure support is both data-driven and personalized. To increase student success, remediation will utilize online platforms such as Edmentum for credit recovery and Exact Path (EC) to address skill gaps. Edmentum will also be incorporated into Foundations of Math 1, Foundations of Math 3, and English Foundations courses to help students make steady progress toward academic goals.

Students who are excelling in their core courses will engage in enrichment activities or participate in clubs. Each teacher will sponsor at least one club, and sign-ups will be managed to ensure equitable distribution, with clubs averaging around 20 students per sponsor. Clubs will represent a wide range of opportunities, including academic, career-oriented, creative, service, and athletic/wellness options, allowing students to explore their interests while building engagement, leadership, and school pride.

To support continuous improvement, all students enrolled in Biology, Math 1, Math 3, and English II will participate in NC Check-ins, with teachers analyzing results to guide instruction. CTE students will complete baseline and midterm assessments, and teachers will use that data to inform practice. Additionally, English II and Biology teachers will implement Pre-AP materials that emphasize essential skills. Professional development for staff will focus on three key areas: Get Better Faster strategies, increasing Depth of Knowledge in instruction, and leveraging artificial intelligence for lesson planning and delivery. Administrators and content coaches will meet weekly with teachers to review student performance data and determine next steps to address learning needs effectively.

Limited Development  
06/22/2017

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	<p>All teachers, the Lead Math teacher, the Instructional Facilitator, and math tutors will attend PLC meetings on a designated day each week. During these meetings, we will analyze student data and review our MTSS pyramid to address all tiers of support. The focus will be on determining strategies to move students forward, including how we can help them return to their original cohort or identify next steps when necessary. These sessions will also provide an opportunity to share strategies, reflect on instructional practices, and ensure that every student is receiving the appropriate level of support. In addition, we are collaborating with Mitchell Community College to provide services for students who may be struggling, allowing us to revisit available options and expand opportunities for their success. Our work will be guided by a commitment to teamwork, data-driven decision making, and continuous improvement to ensure that all students achieve at their highest potential.</p>			<b>Kevin Moore</b>	<b>12/08/2025</b>
<b>Actions</b>			<b>0 of 14 (0%)</b>		
8/17/24	<p>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.</p>			Ben Johnson	09/11/2025
<i>Notes:</i>					
9/5/25	<p>Math teachers will collaborate with the math consultant to fully implement Coherent Math and the station rotation model, ensuring foundational skills are effectively addressed to close learning gaps.</p>			Kevin Moore, Alicia Conklin	09/12/2025
<i>Notes:</i>					
8/26/25	<p>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.</p>			Dan Roseman	09/15/2025
<i>Notes:</i>					

11/25/24	A tutor has been hired to tutored during the day. This tutors are high growth Math teacher that has retired from the system. Mrs. Shive, Mrs. Hoffman, and Mrs. Sherrill to work with Math students to help tutor with targeted instruction and provide support to those teachers.		Alicia Conklin, Kevin Moore, Ben Johnson	09/15/2025
<i>Notes:</i>				
8/17/24	Students 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.		Ben Johnson	09/15/2025
<i>Notes:</i>				
8/17/24	The Leadership teacher will implement WICOR strategies to support freshmen in their classes. WICOR, which stands for Writing, Inquiry, Collaboration, Organization, and Reading, is designed to strengthen core academic skills while fostering student engagement and independence. By embedding these strategies into instruction, the teacher will provide students with opportunities to think critically, work collaboratively, and develop organizational habits that lead to long-term success. This approach not only helps freshmen transition smoothly into high school but also equips them with the tools necessary to excel academically and prepare for future learning experiences.		Ben Johnson	09/15/2025
<i>Notes:</i>				
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.		Donna Johnson	09/15/2025
<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.		Paul Veach	09/20/2025
<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.		Ben Johnson	09/20/2025
<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.		Ben Johnson	09/20/2025
<i>Notes:</i>				
12/2/24	Facilitate PLC meetings focused on deepening teachers' understanding of Depth of Knowledge (D.O.K.) levels 1 & 2, and effectively unpacking standards to align instruction with students' cognitive needs.		Dan Roseman	09/28/2025
<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.		Marshal Stewart	09/30/2025
<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	10/05/2025
<i>Notes:</i>				
12/2/24	Students will complete cognitive surveys to provide staff with data on their preferred learning styles. This information will equip teachers with the necessary insights for effective differentiation while also helping students understand how they learn best.		Dan Roseman, Benjamin Johnson Jr.	02/28/2026

Notes:

<b>Implementation:</b>		01/19/2023		
<b>Evidence</b>	1/19/23 Google documents have been created and can be accessed to provide proof that objectives have been implemented.			
<b>Experience</b>	1/19/23 This objective has been ongoing for multiple years.			
<b>Sustainability</b>	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>		<p>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.</p> <p>Goal 1: To boost the scores in Math I, Math 3, Biology, and English II at West Iredell High School, a focused and strategic approach is needed.</p>		Ben Johnson	05/14/2026
<i>Actions</i>			2 of 3 (67%)		
	8/28/25	An accountability document will be created to monitor teacher visibility in the hallway during transition periods as well as lunch periods.	Complete 08/28/2025	Benjamin Johnson jr.	08/14/2025

<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.	Complete 09/05/2025	Paul Veach	09/05/2025
<i>Notes:</i>				
8/28/25	Goal 1: Restart Flexibilities used to address this goal: The goal is to increase NC Math I (14.6) and NC Math 3 (31.6%) proficiency scores. We will utilize budget flexibility to bring in tutors during the school day to provide targeted support in Math. These tutors will focus on addressing specific gaps in student knowledge and reinforcing key concepts in Math I and Math 3 to improve proficiency.		Alicia Conklin, Jarrett Moore	09/15/2025
<i>Notes:</i>				
<b>Implementation:</b>		09/21/2023		
<b>Evidence</b>	9/21/2023			
<b>Experience</b>	9/21/2023			
<b>Sustainability</b>	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 &amp; 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 09/06/2025		
<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.		Paul Veach	03/01/2026
<i>Actions</i>			<b>4 of 9 (44%)</b>		
	9/6/25	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	Complete 08/20/2025	Paul Veach, angie miliron	08/25/2025
<i>Notes:</i>					
	9/6/25	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 08/29/2025	Paul Veach	08/29/2025
<i>Notes:</i>					
	9/6/25	Use lessons in Everfi to work on Lessons to mental health check and also social emotional items.	Complete 09/08/2025	Paul Veach	09/04/2025
<i>Notes:</i>					

9/6/25	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 09/04/2025	Paul Veach, outside resources	09/05/2025
<i>Notes:</i>				
9/6/25	Have a dedicated 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.		moore	09/15/2025
<i>Notes:</i>				
9/6/25	Create and continue opportunities for positive climate campaigns each semester such as S.A.V.E		Paul Veach	09/30/2025
<i>Notes:</i>				
9/6/25	Conduct bi-monthly MTSS meetings to track MTSS mentoring, Check and Connect, and SAP Counselor referrals		Paul Veach, Angie Milliron	10/15/2025
<i>Notes:</i>				
9/6/25	We will be adding a soft launch of Jostens Renaissance this year. This is for improvement and in academic excellence, behavior and attendance. This can lead into Warrior Pride in April		Dan Roseman	10/20/2025
<i>Notes:</i>				
9/6/25	Utilize SAP Coping Skills Groups, Grief Group, and SAP Counselor classroom presentations to meet student needs		Paul Veach	10/31/2025
<i>Notes:</i>				

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
<b>Initial Assessment:</b>		<p>The principal will use ParentSquare to provide weekly updates to students and families, ensuring consistent and timely communication. In addition, the school will continue to leverage social media platforms to share successes, highlight upcoming events, and provide other important updates. To streamline communication, all official messages will be delivered through ParentSquare, allowing students and parents to easily access information in one central location.</p> <p>Teachers will maintain their schedule of providing progress reports and report cards every two weeks, keeping families informed of student academic performance. In addition, teachers will log parent contacts on a voluntary basis or specifically for at-risk students to ensure that all necessary follow-ups and communications are documented.</p>	Limited Development 09/06/2025		
<b>How it will look when fully met:</b>		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.		Ben Johnson	09/30/2025
<b>Actions</b>			<b>2 of 6 (33%)</b>		
	9/6/25	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.	Complete 08/31/2025	Benjamin Johnson jr.	08/14/2025
<i>Notes:</i>					
	9/6/25	A weekly connected will be sent out on Sunday nights by administration to let parents know about upcoming activities at West Iredell.	Complete 08/31/2025	Benjamin Johnson jr.	08/14/2025
<i>Notes:</i>					
	9/6/25	Parents are notified on a weekly basis of students failing one or more classes.		Donna Johnson	09/20/2025

*Notes:*

9/6/25 The administration will ensure that all students and parents are informed about Infinite campus and understand how to sign up for notifications. This will help them stay updated on their grades and academic progress throughout the school year.

Donna Johnson

09/30/2025

*Notes:*

9/6/25 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.

Dan Roseman

10/31/2025

*Notes:*

9/6/25 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.

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.

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.

Dan Roseman,  
Benjamin Johnson  
Jr., Marshal Stewart

10/31/2025

*Notes:*