

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 the end of the 2025–2026 school year, South Iredell High School will improve student academic performance by increasing proficiency in core subjects by 5%, reduce office discipline referrals by 10%, and increase parent engagement by 10%, as measured by standardized assessments, discipline data, and participation in school events and surveys.



! = Past Due Objectives KEY = Key Indicator

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

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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	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>By May 2026, 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>Classroom Walkthrough Tool (CWT)</p>			Administrative Team	05/23/2026
Actions			1 of 4 (25%)		
8/14/25	<p>Create a weekly walkthrough schedule for leadership team. Schedule will include all teachers but have a focus on those who are new and/or struggling. Leadership team will review each week during meetings to ensure everyone is aware of where they are assigned for the following week and to discuss that week's teachers of concern.</p>		Complete 08/25/2025	Latonia Bostic	08/26/2025
	<i>Notes:</i>				
8/14/25	<p>Leadership team will develop a Classroom Walkthrough (CWT) tool to be used to ensure consistency among administrators in coaching teachers. The CWT will focus on district expectations (lesson plans, unit plans, essential questions, data, etc.) and monthly focuses determined by the leadership team.</p>			Maggie Hughes	05/22/2026
	<i>Notes:</i>				

8/14/25	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. Leadership team will review each week during meetings to monitor progress and ensure we are on track for timely completion.		Administrative Team	05/22/2026
<i>Notes:</i>				
8/14/25	Administrative team will work with all teachers to set specific, measurable, attainable, relevant and time - bound goals for professional development plans. Goals will be reviewed at midyear and year end by teachers and administrators to track progress.		Lisa Scott	05/22/2026
<i>Notes:</i>				
Implementation:		08/13/2025		
Evidence	8/13/2025 Evidence is found in NCEES.			
Experience	8/13/2025 Schedule teacher observations - New teachers had 3 full observations by an administrator and 1 observation by a peer. Veteran teachers and teachers not in a renewal will had 2 abbreviated observations.			
Sustainability	8/13/2025 We will continue observations based on this year's requirements.			

Core Function: Domain 2: Talent Development

Effective Practice: Practice 2A: Recruit, develop, retain, and sustain talent

		C1.06	The LEA/School offers an induction program to support new teachers in their first years of teaching.(5157)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	<p>To support new teachers in their first years of teaching, the school implements several strategies. Each year the school hosts a new teacher orientation during the summer where new teachers are given a tour of the school and given an overview of the schools policies and procedures.</p> <p>Each month all beginning teachers are required to attend a beginning teacher support meeting that is led by two veteran teachers. In these meetings they are introduced to best practices and helpful resources.</p> <p>All beginning teachers are paired with a school based mentor and our instructional coaches on campus also provide tailored support to beginning teachers.</p>	Limited Development 08/14/2025		
How it will look when fully met:	<p>Teacher Experience & Culture:</p> <p>New teachers will report feeling confident, supported, and connected to the school community. There will be evident culture of collaboration between novice teachers, mentors, and administrators. New teachers will demonstrate growth in instructional practices and classroom management skills as observed over time.</p> <p>Impact on Retention & Performance:</p> <p>The majority of new teachers remain beyond their first three years, showing improved retention rates compared to baseline data. Student achievement data in new teachers' classrooms is on par with or improving toward school-wide averages.</p>		Leadership Team	05/22/2026
Actions		0 of 3 (0%)		
8/14/25	<p>In addition to the beginning teacher support meetings, the school will host weekly planning period meetings where beginning teachers and veteran teachers can receive professional development and gain insight from one another. These meetings are mandatory for all. Teachers who are absent for the meeting will be called by the admin over the department to see what assistance is needed to ensure attendance. If attendance continues to be an issue, the teacher may receive a referral placed in their file.</p>		Leadership Team	05/22/2026
<i>Notes:</i>				

8/14/25	Schedule quarterly one-on-one check-ins with Instructional Coach to discuss successes and challenges.		Maggie Hughes	05/22/2026
<i>Notes:</i>				
8/14/25	Hold end of the quarter reflection sessions where new teachers contribute ideas for improving the program.		Maggie Hughes	05/22/2026
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			<p>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.</p>	<p>Limited Development 08/26/2025</p>		
<i>How it will look when fully met:</i>			<p>Our school implements a tiered instructional system designed to meet the diverse learning needs of all students. Teachers deliver evidence-based, standards-aligned instruction that is differentiated and responsive to each learner’s strengths and areas for growth. Tier 1 provides high-quality core instruction for all students; Tier 2 offers targeted small-group interventions for those needing additional support through FLEX time; and Tier 3 delivers intensive, individualized interventions.</p> <p>When this objective is fully met, all classrooms consistently demonstrate differentiation and the use of data to guide instruction. Teachers collaborate regularly to analyze assessment results, monitor progress, and adjust interventions based on student needs. Students across all tiers show measurable growth, and instructional supports are seamlessly integrated into daily practice.</p> <p>To determine full implementation, we will review multiple sources of data and evidence, including benchmark assessments, classroom observation notes, and intervention records. Additional evidence includes PLC Notes, professional development attendance and participation, and resource utilization (e.g., intervention programs and instructional materials). Together, these indicators confirm that instruction is aligned to individual student needs and that the tiered system is effectively supporting academic success for all learners.</p>		<p>Lisa Scott</p>	<p>05/22/2026</p>
Actions				1 of 5 (20%)		
		8/26/25	<p>Integrate Intervention Time (FLEX) into the Master Schedule. Dedicate time during the school day for small-group or individualized support without students missing core instruction.</p>	<p>Complete 08/08/2025</p>	<p>Administrative Team</p>	<p>08/11/2025</p>

<i>Notes:</i>				
8/26/25	Develop a CORE team made up of the Student Assistance Program (SAP) Coordinator, a counselor, an AP and teachers who meet monthly to review referrals submitted by various stakeholders. Referrals are for students who need additional Tier 2 or higher support services.		Yvette Shelter	09/20/2025
<i>Notes:</i>				
8/26/25	MTSS & CORE 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	05/22/2026
<i>Notes:</i>				
8/26/25	Provide Professional Development on Tiered Instruction and Evidence-Based Practices. Train teachers on differentiation strategies, intervention programs, and how to implement evidence-based practices across all tiers. Include ongoing coaching and modeling during South Tuesday PLC sessions.		Instructional Support Team	05/22/2026
<i>Notes:</i>				
8/26/25	Collaborate Through PLCs for Instructional Planning and Adjustment. Use PLCs to analyze student data, share strategies, and adjust instructional plans. Document intervention plans and instructional adjustments for accountability.		Administrative Team	05/22/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift			
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals			
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		E1.05	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions. (5181)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>To foster an "ongoing conversation" between school personnel and parents/guardians that is candid, supportive, and flows in both directions, we are currently implementing the following strategies:</p> <ol style="list-style-type: none"> 1. Communication - Teachers and staff use multiple platforms, including emails, phone calls and communication apps, to provide updates on student progress, classroom activities, and school-wide initiatives. 2. Family Engagement Events – Open house and curriculum nights provide opportunities for parents to engage with teachers, ask questions, and better understand their child’s learning experience 3. Personalized Outreach – When concerns arise, teachers and administrators proactively reach out to parents through phone calls, emails, or in-person meetings to ensure open dialogue. 4. Booster Organizations – These groups provide a structured way for parents to voice concerns, offer suggestions, and collaborate with school leadership on key initiatives. <p>Each of these efforts aim to build trust, strengthen partnerships, and create a shared commitment to student success.</p>	<p>Limited Development 02/07/2025</p>		
	<p>Priority Score: 2</p>	<p>Opportunity Score: 3</p>	<p>Index Score: 6</p>	

How it will look when fully met:

When the objective of maintaining an "ongoing conversation" between school personnel and parents/guardians that is candid, supportive, and flows in both directions is fully met, the following characteristics will be evident:

Strong Parent-School Relationships – Parents feel comfortable reaching out to teachers and administrators with concerns, and staff proactively communicate with families about student progress, challenges, and successes.

Increased Parent Participation – A high percentage of families engage in parent-teacher conferences, school events, booster organizations, and feedback opportunities.

Diverse and Accessible Communication Channels – Schools effectively use multiple platforms (email, phone calls, digital apps, social media, in-person meetings) to meet the communication preferences of all families.

Improved Student Outcomes – Students show improved academic performance, behavior, and engagement as a result of enhanced collaboration between school and home.

To ensure the objective has reached full implementation, we will collect and analyze the following data and resources:

PARENT CLIMATE SURVEY - Review the percentage of parents who feel well-informed about their child's progress, as well as the effectiveness and frequency of school communication.

PARENT PARTICIPATION RECORDS - Attendance records for parent-teacher conferences, school events, etc. Also, tracking the number of parents engaged in booster groups or SIT.

COMMUNICATION LOGS - Documentation of teacher outreach to families (emails, phone calls, meetings).

STUDENT PERFORMANCE AND BEHAVIOR DATA - Trends in student achievement, attendance, and behavioral incidents before and after increased parent engagement efforts.

FEEDBACK FOR BOOSTER GROUPS - Qualitative insights from parent discussions

Administrative Team

05/23/2026

Actions		1 of 5 (20%)		
2/7/25	Communicate with staff that the minimum expectation for parent contacts is that each student receives at least 2 parent/guardian contact per semester per teacher.	Complete 08/04/2025	Robert Little	08/19/2025
<i>Notes:</i>				
2/7/25	Host parent nights on academic expectations, IB curriculum, and student support.		Latonia Bostic	11/12/2025
<i>Notes:</i>				
2/7/25	The counselors and IB coordinator will work to organize family engagement events (e.g., open houses, student showcases, and curriculum nights). These events will be held after school, starting no earlier than 5:00 p.m. To ensure parents are aware of the events, communication will be sent by the principal and counselors using Parent Square, Social Media and our website.		Latonia Bostic	05/22/2026
<i>Notes:</i>				
2/7/25	Use parent booster groups to provide feedback on school policies and initiatives.		Leadership Team	05/22/2026
<i>Notes:</i>				
8/14/25	Use ParentSquare to send messages and a weekly update.		Robert Little	05/22/2026
<i>Notes:</i>				
Implementation:		08/05/2025		
Evidence	8/5/2025			
Experience	8/5/2025			
Sustainability	8/5/2025			