

## Comprehensive Progress Report

**Mission:** Together Mastering Success.

**Vision:** Together, we will provide a safe, innovative environment and will develop motivated, 21st century learners.

**Goals:**

Troutman Middle School students' proficiency will increase to 60%, as measured by the NC EOG test for 2018-2019.

Troutman Middle School students will meet or exceed growth, as measured by the 2018-2019 NC EOG Test.

To close the achievement gap by preparing all students for college readiness and success in a global society

Target remediation processes to close the achievement gap



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
!	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>			For the 2018-2019 TMS will institute school wide the classroom management practices of Capturing Kids Hearts	Limited Development 09/19/2018		
			Priority Score: 2                      Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>			All classrooms will have social contracts  All teachers will greet all students at the door.  All Staff will use the 4 questions to redirect student behavior.		<b>Bryan Paslay</b>	<b>06/15/2019</b>
<b>Actions</b>				<b>5 of 8 (62%)</b>		
9/19/18			All staff to attend training for Capturing Kid's Hearts	Complete 08/15/2018	Bryan Paslay	08/15/2018
			<i>Notes:</i>			
9/19/18			Teachers will spend the first two weeks of school teaching the Capturing kids hearts strategies during homeroom time	Complete 09/14/2018	Bryan Paslay	09/14/2018
			<i>Notes:</i>			
9/19/18			Identified Staff will receive additional follow up training to become process champions for our school	Complete 12/15/2018	Bryan Paslay	12/15/2018
			<i>Notes:</i>			
9/19/18			Process champions will conduct quarterly trainings/updates to staff to reach full implementation	Complete 06/15/2019	Kyle McKay	06/15/2019
			<i>Notes:</i>			
9/19/18			All staff will complete social contracts with all classes.	Complete 08/30/2019	Bryan Paslay	08/30/2019
			<i>Notes:</i>			
9/26/19			Staff will receive instruction on conducting morning meetings with first block students in conjunction with suicide prevention training and CKH		Christy Davidson	09/30/2019

Notes: Training will occur on required workday on 9/30

Morning meeting training presentation:  
<https://drive.google.com/open?id=0B3rIUZ66-Qk4SEIXWHVkrIV2MDBOVU1TcWJLN1FxmGIBSVBJ>

9/26/19 Teachers will conduct morning meetings with students every Monday morning during homeroom time.

Christy Davidson

05/22/2020

Notes: Morning meeting lessons:  
<https://drive.google.com/open?id=0B3rIUZ66-Qk4T3I4d2hFVWY0X3R3aVI6TGM2cmlBX1FjTGZJ>

9/19/18 All staff will greet all students at the door daily

Bryan Paslay

05/22/2020

Notes:

**Implementation:**

09/05/2019

**Evidence**

9/5/2019  
 Weekly PLC agendas  
 Beginning of year teacher PLC's

**Experience**

9/5/2019  
 All staff members received training and implemented Capturing Kids' Hearts throughout the 2018-2019 school year.

**Sustainability**

9/5/2019  
 Continued training for new staff members  
 Refreshers for staff members who received training last years  
 SWOT of CKH process annually

**Core Function: Dimension A - Instructional Excellence and Alignment**

**Effective Practice: Curriculum and instructional alignment**

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<b>Initial Assessment:</b>	ISS district has provided pacing guides, meet weekly with instructional coach to discuss weekly plans, language arts and math are following the I-ready curriculum.	Limited Development 09/27/2016			
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<b>How it will look when fully met:</b>					
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<b>Actions</b>					
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Notes:

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		We are currently use blended learning stations and I-Ready curriculum to reach the differentiated needs of our students as well as Bobcat time remediation. We are using Springboard for our advanced students in the Pre Advanced Placement (AP) Academy.	Limited Development 09/27/2016		
<i>How it will look when fully met:</i>		All students at TMS will receive tiered instruction based on individual student needs in all tiers.		<b>Kathy Walker</b>	<b>12/31/2019</b>
<b>Actions</b>			<b>7 of 17 (41%)</b>		
	9/29/17	Ready and iReady fidelity checks weekly during planning with IF.	Complete 06/15/2019	Jaye Parks	06/15/2019
	<i>Notes:</i> Instructional Facilitator meets weekly for planning with core teachers. On Mondays, ELA and SS teachers and Tuesdays are Math and Science.				
	9/20/17	Math and ELA teachers will work with content coaches to better use the iReady data to create flexible student groups by their learning profiles.	Complete 06/15/2019	Kathy Walker	06/15/2019
	<i>Notes:</i> Weekly PLC's discuss student data and placement.				
	9/20/17	All teachers will collaborate with Content coaches using the data to create flexible learning groups.	Complete 06/15/2019	Bryan Paslay	06/15/2019
	<i>Notes:</i>				
	9/20/17	All teachers will use data from student IEP's and 504's to address learning gaps in all classes.	Complete 06/15/2019	Kathy Walker	06/15/2019
	<i>Notes:</i>				
	9/20/17	Teachers will administer Ready diagnostics in ELA and Math.	Complete 09/06/2019	Nikole Gaines	09/06/2019
	<i>Notes:</i>				
	9/6/19	Create and select students for an AVID class to close the achievement gap by preparing all students for college and career readiness.	Complete 09/06/2019	Nikole Gaines	09/06/2019
	<i>Notes:</i>				
	9/20/17	Social Studies and Science teachers will administer baselines.	Complete 09/06/2019	Nikole Gaines	09/06/2019
	<i>Notes:</i>				
	9/6/19	The progress of the students in the AVID class using the AVID strategies to become college and career readiness will be monitored throughout all subject areas.		Nikole Gaines	05/22/2020
	<i>Notes:</i> Notebook checks, class grades, check-in scores, and diagnostic scores will be monitored for fidelity of AVID strategies.				

9/6/19	Teachers will receive professional development of AVID strategies, including focused note taking.		Nikole Gaines	05/22/2020
<i>Notes:</i>				
9/6/19	Math and ELA teachers will work with content coaches to better use the iReady data to spiral non-mastery standards in Bobcat classes.		Nikole Gaines	05/22/2020
<i>Notes:</i>				
9/6/19	All teachers will collaborate with Content coaches using the data to better use the iReady data to spiral non-mastery standards in Bobcat classes.		Nikole Gaines	05/22/2020
<i>Notes:</i>				
9/20/17	Teachers will assign students to Bobcat time based on iReady data in addition to previous years' EOG scores and trends.		Nikole Gaines	05/22/2020
<i>Notes:</i> Review and change classes as needed at the end of each nine weeks grading period.				
9/20/17	Teachers will use the NC Standard Course of Study and ISS Curriculum guides to teach the curriculum.		Nikole Gaines	05/22/2020
<i>Notes:</i>				
9/20/17	ELA and Math teachers will participate in ongoing iReady professional development.		Nikole Gaines	05/22/2020
<i>Notes:</i>				
9/20/17	Teachers in state tested subjects will meet monthly in content PLC's to discuss student data and learning, and to collaborate to more effectively address gaps and vertical alignment.		Nikole Gaines	05/22/2020
<i>Notes:</i>				
9/20/17	Each core teacher meets weekly with the Instructional coach to create lesson plans to increase student learning.		Nikole Gaines	05/22/2020
<i>Notes:</i>				
9/6/19	Additional teachers will attend the AVID training in order to create additional AVID classes (one for each grade level).		Nikole Gaines	07/03/2020
<i>Notes:</i> We are hoping to send at least one 6th grade rep and one 7th grade rep (more if possible). This is a district initiative.				

	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>	We use a Showtime expectations and rewards program, backpack program, Bobcats rewards program, SAP counselor, group counseling sessions, and MTSS to meet the needs of all students.	Limited Development 09/27/2016			<i>How it will look when fully met:</i>	
<i>Actions</i>						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Iredell-Statesville Schools has a District Support and a District Improvement Team that are responsible for the work set forth in regards to the LEA indicators. Currently, the District Support Team meets quarterly with school administrative teams followed by a closed session support meeting with the principal and executive leadership to assess school progress, needs, and priorities. The District Support team monitors progress toward meeting School Improvement goals. Each principal also meets with Executive Cabinet members at mid-year and end of year to review progress and address next steps. The District Improvement team consists of the following: Deputy Superintendent of Curriculum, Title I/ESL Director, Executive Director of Elementary Curriculum, Executive Director of Secondary Curriculum, Coordinator of Disability Services, Assistant Principal, Principal, Teacher of the Year, Director of Elementary Curriculum Support, Director of Secondary Curriculum Support, Executive Director of Professional Development & Support, and parent representation. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms.	Limited Development 09/27/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The District Improvement Team will be responsible for reviewing the Title I Priority, Focus and CORE school's plans each semester which serve as the School Improvement Plans for those schools. This team will monitor any reports required as a Title I Priority or a Focus School. District Improvement Team is a cross-functional team with a clearly defined vision, mission and norms. Meeting schedule and agendas. Tasks are created, person responsible identified and progress toward completion is monitored. Scheduling meeting facilitator and process manager identified. Google folder and docs are used as a repository for materials, resources and artifact. Decisions are made by consensus either face to face or virtually. Teams member who miss meetings will be able to be informed through meeting minutes. Artifacts would include meeting schedules, agendas and meeting minutes.	<b>Objective Met 09/19/18</b>	<b>Kelly Cooper</b>	<b>08/31/2017</b>
<b>Actions</b>					
	12/9/16	Establish team make-up and invite team members. Cooper 11/20/16 (complete)	Complete 11/20/2016	Kelly Cooper	11/20/2016

<i>Notes:</i>				
12/9/16	Identify in advance materials/info needed prior to meetings and “meeting materials champion.”	Complete 01/10/2017	Mary Ann Karriker	01/06/2017
<i>Notes:</i>				
12/9/16	Identify team member who will collect and distribute additional agenda items.	Complete 01/10/2017	Mary Ann Karriker	01/11/2017
<i>Notes:</i>				
12/9/16	Identify meeting facilitator who ensures that we prioritize and address all critical agenda items	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Determine how we will make decisions – by consensus, vote, or other?	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Determine under what circumstances and how we will make decisions outside of group meetings? Through e-mail? Are there some decisions that require discussion	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Determine a protocol to use when disagreement with a decision may occur.	Complete 01/10/2017	Melanie Taylor	01/13/2017
<i>Notes:</i>				
12/9/16	Determine what information will be shared through e-mail	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Look for any other issues to be addressed and possible solutions for addressing them.	Complete 01/10/2017	Mary Ann Karriker	01/13/2017
<i>Notes:</i>				
12/9/16	Develop team mission/vision.	Complete 01/10/2017	Jed Stus	01/13/2017
<i>Notes:</i>				
12/9/16	Determine ground norms.	Complete 01/10/2017	Jed Stus	01/13/2017
<i>Notes:</i>				
12/9/16	Meeting times/dates/frequency	Complete 01/10/2017	Kelly Cooper	01/13/2017
<i>Notes:</i>				
12/9/16	Select a “scheduling champion” for the group’s meetings and the method of communication	Complete 01/10/2017	Jed Stus	01/13/2017
<i>Notes:</i>				
12/9/16	Establish timelines, meeting dates and agenda expectations	Complete 01/10/2017	Kelly Cooper	07/15/2017



		<i>Notes:</i>			
	12/9/16	Develop review process and protocols for outcomes and accountability measures.	Complete 08/08/2017	Jed Stus	08/31/2017
		<i>Notes:</i>			
	4/13/17	District support and improvement team will communicate protocols and outcome measures during leadership academy week.	Complete 08/08/2017	Kelly Cooper	08/31/2017
		<i>Notes:</i>			
<b>Implementation:</b>			09/19/2018		
	<b>Evidence</b>	9/19/2018			
	<b>Experience</b>	9/19/2018			
	<b>Sustainability</b>	9/19/2018			
<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Leadership Team meets twice a month to review implementation of effective practices.	Limited Development 09/27/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		Troutman Leadership Team has a clearly defined vision, mission and norms. Meeting schedule and agendas. Tasks are created, person responsible identified and progress toward completion is monitored. Process manager identified. Google folder and docs are used as a repository for materials, resources and artifact. Decisions are made by consensus either face to face or virtually. Teams member who miss meetings will be able to be informed through meeting minutes. Artifacts would include meeting schedules, agendas and meeting minutes.	<b>Objective Met 02/12/18</b>	<b>Bryan Paslay</b>	<b>06/15/2017</b>
<b>Actions</b>					
	12/9/16	Establish meeting times and dates.	Complete 09/09/2016	Jaye Parks	08/31/2017
		<i>Notes:</i>			
	12/9/16	Develop mission and vision.	Complete 09/09/2016	Kathy Walker	08/31/2017
		<i>Notes:</i> Mission and Vision will be developed by the School Improvement Team and voted on by the entire faculty.			

12/9/16	Determine norms.	Complete 09/09/2016	Jaye Parks	08/31/2017
<i>Notes:</i> Norms will be developed by the School Improvement Team.				
12/9/16	Establish team make-up and invite team members.	Complete 09/09/2016	Bryan Paslay	08/31/2018
<i>Notes:</i> Team will consist of grade level chairs, who are chosen by the grade level teams and two ad hoc teachers, elected by the faculty. Also included are the Principal, Assistant Principal, and Blended Learning Instructional Facilitator.				
<b>Implementation:</b>		02/12/2018		
<b>Evidence</b>	2/12/2018 SIT Agendas uploaded <a href="https://drive.google.com/drive/folders/0B8Rg7lv-bzQJaXITWXhnZjFzcHM?usp=sharing">https://drive.google.com/drive/folders/0B8Rg7lv-bzQJaXITWXhnZjFzcHM?usp=sharing</a>			
<b>Experience</b>	2/12/2018 Staff elected representatives to the School Improvement Team			
<b>Sustainability</b>	2/12/2018 We meet monthly to discuss progress on our goals			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Distributed leadership and collaboration</b>			
<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	Due to budgetary restrictions and limited number of staff, we are unable to fully implement concise grade level teams. currently many of our teachers teach multiple subjects across multiple grade levels. currently we do have set times to do instructional planning however it doesn't always include all subject teachers.		Limited Development 09/27/2016		
<b>How it will look when fully met:</b>					
<b>Actions</b>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Early Release Professional Development addresses some of the PD needs for schools in regard to school and classroom performance data. Classroom observation data/ PDP is utilized by leadership to make some decisions about school professional development.	Limited Development 09/27/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		School Improvement teams and PLCs will be conducting research to identify and select best practices, which will be implemented based on identified school and teacher needs. A process will be established to review CWT data, to inform staff development for the district and within individual schools. Differentiated PD would be provided for teachers based on individual growth plans, CWT and observation data. Increased access would be provided for teachers and leadership to access current research. Increased communication regarding research conducted throughout the district will be made available to school leadership teams and teachers to inform professional development. School Administrative Teams will Review how data is used and how time in classrooms and daily schedules are structured. The school's SIP and PD plan, trend data, leveled CWT data, and EVAAS data will inform professional development for individual teachers, groups of teachers, schools, and the district. During Quarterly site visits, by Executive Cabinet, Executive Director, and Director of Curriculum Support, school teams will report out on identified indicators in supporting classroom walk through, classroom observation data, discipline data, formative student achievement data (including but not limited to benchmarks, quarterly failure lists, dropout lists, I-Ready data, and Reading and Math 3D data.) Executive Directors will communicate expectations for report outs and monitor for fidelity of implementation.	<b>Objective Met 09/19/18</b>	<b>Kelly Cooper</b>	<b>09/30/2018</b>
<b>Actions</b>					
	12/9/16	Develop schedules for quarterly site visits and data analysis	Complete 08/08/2017	Melanie Taylor	10/31/2017
<i>Notes:</i>					

12/9/16	Establish quarterly process and template to analyze CWT data for trends. SWOT will be done quarterly per CWT timeline starting 2nd quarter.	Complete 10/31/2017	Jed Stus	10/31/2017
<i>Notes:</i>				
12/9/16	Utilize the data obtained through analysis to determine PD needs.	Complete 08/08/2017	Jonathan Ribbeck	10/31/2017
<i>Notes:</i>				
12/9/16	Select Research based professional development aligned with gaps.	Complete 08/08/2017	Jed Stus	10/31/2017
<i>Notes:</i> Real time completion will by systematically revisited Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing				
12/9/16	Develop continuum of professional development opportunities.	Complete 08/08/2017	Jed Stus	12/31/2017
<i>Notes:</i> Real time completion will by systematically revisited Keys To Literacy Letterland Keys to Vocabulary Math Foundations TransMath Corrective Reading SIP planning MTSS best practices - behavior and tier I Learning by Doing				
<b>Implementation:</b>		09/19/2018		
<b>Evidence</b>	9/19/2018			
<b>Experience</b>	9/19/2018			
<b>Sustainability</b>	9/19/2018			

**Core Function:**

**Dimension C - Professional Capacity**

Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

<b>Initial Assessment:</b>	Iredell Statesville Schools utilizes the North Carolina Educator Evaluation System (NCEES) as the platform for evaluating certified staff and locally developed rubrics for classified staff. Professional Development is provided, yet opportunities for growth exist in the onboarding process for new administrators and teachers. Data is collected and presented however; it is shared informally with school leaders and is lacking a systematic process. The self-assessment and professional development plans are included in the NCEES process. There are opportunities for improvement with coaching and feedback to provided targeted feedback with closed coaching loops. Policy requires ten-day feedback cycle after observations of teachers, however sometimes this is deadline is not adhered to. NCEES structure and platform is designed by the state, however quality of delivery fidelity of the process are opportunities for improvement. School leaders are evaluated through NCEES and follow a similar format. Clear and constructive feedback is not always evident in teacher observations or summatives. ERPD and Innovation Showcase allows teachers to receive PD based on teacher interest. More differentiation is needed. A defined process for developing capacity is in place and is tied to teacher to teacher growth and replacement in the event that improvement is not evident. Recognizing and rewarding teachers is provided through district of the year celebrations, however this is an area identified on climate surveys as a priority area.	Limited Development 09/27/2016		
<b>How it will look when fully met:</b>	Professional development would be personalized and informed by classroom observations and walk-through data. A process to monitor trends would be developed to analyze data to inform PD. Availability of observation reports for administrators to utilize to inform professional development. Defined scope and sequence of PD for administrators and teachers. Onboarding process would be defined for new administrators to ensure fidelity of implementation. Data analyze would be would be modeled and facilitated through principal PLCs with deliverables for monitoring and accountability. Expectations would be defined and monitored. Recognition is based on established criteria. Schools would be invited to attend networking sessions. Utilize resources to attend job fairs and networking sessions outside the district. Artifacts would include: agendas, flowcharts, templates. And PD content. A robust digital outreach would be in place for recruitment to augment existing recruitment processes.		Kelly Cooper	06/15/2017
<b>Actions</b>				
<i>Notes:</i>				

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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>		Currently we communicate regularly with parents/guardians through weekly voice mail messages, social media posting and parent nights. Our system is currently one-sided and does not contained enough interactive feedback from or parent stakeholders. Structured parent nights providing stakeholders content to connect with their needs would help to develop our engagement within this element.	Limited Development 09/27/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		School will develop and implement a process to communicate academic information to parents monthly, and quarterly.	<b>Objective Met 09/06/19</b>	<b>Megan Evans</b>	<b>06/15/2019</b>
<i>Actions</i>					
	12/9/16	Grade level chairs will create a monthly parent newsletter template.	Complete 09/30/2018	Bryan Paslay	09/30/2018
<i>Notes:</i>					
	10/18/16	Teachers will send out academic reminders weekly.	Complete 10/31/2018	Bryan Paslay	10/31/2018
<i>Notes:</i>		Different communications will go out weekly, monthly, and quarterly			
	12/9/16	Quarterly parent and community night at TMS.	Complete 04/04/2019	Bryan Paslay	04/04/2019
<i>Notes:</i>					
	12/9/16	Grade levels will create and send monthly newsletters to parents.	Complete 06/15/2019	Bryan Paslay	06/15/2019
<i>Notes:</i>					
<i>Implementation:</i>			09/06/2019		
<i>Evidence</i>		9/6/2019			
<i>Experience</i>		9/6/2019 Parent involvement was attempted.			
<i>Sustainability</i>		9/6/2019 Continue trying to reach all parents through a variety of ways			