

Comprehensive Progress Report

Mission:

Troutman Elementary staff will work together to provide a rigorous differentiated curriculum in which students achieve high academic growth.

Vision:

Troutman Elementary School will educate and inspire our students to become innovative learners, compassionate students, and productive citizens of society.

Goals:

Strategic Goal: By October 2023 (when individual school growth data is released by the state), the overall school growth index as measured by EVAAS will Exceed Growth (2.4). Target Goal: Troutman Elementary School will Exceed Growth (2.0) for the 2020-2021 school year. For the 2021-2022 school year, Troutman Elementary will Exceed Growth with an overall score of 2.2. Growth data from 2015-2016, Met Growth at 0.78. Growth data from 2016-2017, Exceeded Growth at 6.36. Growth data from 2017-2018, Met Growth at 1.38. Growth data for 2018-2019, Met Growth at 1.12 and Growth data for 2019-2020 was not available due to school closure.

Strategic Goal: By September 2023, Troutman Elementary School will have an overall End of Grade proficiency rating of 67%. Target Goal: Troutman Elementary School will have an overall proficiency rating of 65% for the 2020-2021 school year. Troutman Elementary School will have an overall proficiency rating of 63% for the 2020-2021 school year. Troutman Elementary School did not have a proficiency rating for the 2019-2020 school year due to school closure. Troutman Elementary School's proficiency is 62.3% for 2018-2019 school year. Troutman's proficiency rating for the 2017-2018 school year was 61.8%.

Strategic goal: The overall proficiency of our EC population will increase to 26% by the 2022-2023 school year. The overall proficiency for EC students will increase by 1% each year for the 2020-2021 and 2021-2022 school years.



! = Past Due Objectives

KEY = Key Indicator

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>			<p>2020-2021: The district's curriculum guide was updated to reflect the curriculum that was not covered during the last nine weeks of school due to school closure. Once initial BOY assessments are completed in both reading and math, the Tier I core plans will be developed by each grade level team. We will use the following formal assessments for reading this year in K-5: iReady Reading (BOY, MOY, and EOY), EOGs, NC Check-ins, and iReady growth monitoring in reading and math.</p> <p>2019-2020: Tier I core plans for math and literacy will be developed and updated by grade level teachers during PLC's throughout the school year. TES will implement the following assessments this school year: IStation (K-3) as the universal screener for determining instructional reading levels. Grades 4-5 are using the iReady Math and iReady Reading diagnostic assessment three times a year. Grade 3 is using iReady Math. Letterland assessments and interventions will also be used K-2.</p> <p>2018-2019: Tier I core plans for math and literacy will be developed and updated by grade level teachers during PLC's throughout the school year, starting in September 2018. Teachers use the following assessments: mClass/Dibels (K-3) as a universal screener for determining instructional reading levels. Grades 1-5 use the STAR assessment as an additional tool to determine student's independent reading range. Grades 4-5 are using the iReady Math and iReady Reading diagnostic assessment three times a year. All grade levels (K-5) use IStation as a universal reading assessment each month. NC Check-ins data for 3rd, 4th, and 5th grade is another formative assessment used by the school. All of the above assessment information is used to develop explicit Tier I Core Instruction. Lesson plans are housed in Google Drive. For Tiers II and III, grade level teams work with the Leadership Team and the school counselor to review school, grade level, and individual classroom data and then develop small group interventions and enrichment. These plans are housed in RTI Stored. Classroom teachers are responsible for managing Tiers II and III files for students.</p>	Limited Development 04/12/2016		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:	<p>All students who are below grade level as measured by a variety of data assessment points will have a Tier II or a Tier III plan in RTI Stored with a clear intervention plan in place that includes frequency and time allotment. A mid-year review of Tier II and Tier III plans will be reviewed at the start of the second semester. Because TES has been designated as a TSI school due to low EOG proficiency scores in the EC subgroup, all EC assessment data (BOG, NC Check-in, iReady Math and iReady Reading that is available in grades 3-5 will be reviewed, discussed, and compared to grade level and school data.</p> <p>Grade level PLC's will conduct an end of year review of Tier II and Tier III plans to set direction for individual students at start of the new school year.</p>		Kimberly Cressman	05/31/2021
Actions			60 of 71 (85%)	
8/30/20	Administer BOY iReady Reading Assessment (4th grade)	Complete 08/31/2020	Leann Adkins	08/28/2020
	<i>Notes:</i>			
8/30/20	Determine which Tier 3 students are face-to-face (FTF) learners and those that are virtual	Complete 09/02/2020	Kellie Thompson	09/01/2020
	<i>Notes:</i>			
8/30/20	Invite all FTF Tier 3 students (reading and/or math) to come to school 4 days/week	Complete 09/04/2020	Kimberly Cressman	09/04/2020
	<i>Notes:</i>			
8/30/20	Administer BOY iReady Math Diagnostic	Complete 09/21/2020	Kellie Thompson	09/21/2020
	<i>Notes:</i>			
8/30/20	Administer BOY iReady Reading assessment to K-3 and 5th grade students	Complete 09/25/2020	Kellie Thompson	09/28/2020
	<i>Notes:</i>			

9/8/20	Develop Tier I core plan for math and reading.		Kellie Thompson	09/28/2020
	<i>Notes:</i>			
5/26/20	Update the academic side of MTSS in RTI Stored (to verify if students need to continue in Tier 2 and Tier 3 interventions).		Kellie Thompson	09/30/2020
	<i>Notes:</i>			
5/26/20	Update MTSS-Behavior in RTI Stored (based on identified students from EOY data)		Kim Haydt	09/30/2020
	<i>Notes:</i>			
8/30/20	Tier 3 students (reading) will receive interventions from a TES staff member using Phonics for Reading.		Kellie Thompson	10/05/2020
	<i>Notes:</i>			
8/31/20	Tier 3 (math) students will receive STAMS math interventions from a TES staff member.		Kellie Thompson	10/05/2020
	<i>Notes:</i>			
9/28/20	TSI Step: Data Day- all current Check-in and iReady data will be analyzed (teacher, grade level, and district) with emphasis on the EC subgroup to identify specific skill gap areas. EC students with identified gap areas will be invited to attend after-school tutoring for those areas.		Kim Doucette	10/21/2020
	<i>Notes:</i>			
8/30/20	Administer NC Check-in #1		Kellie Thompson	10/22/2020
	<i>Notes:</i>			
8/31/20	Review and update intervention data in RTI Stored for reading, math, and behavior (if needed).		Kellie Thompson	11/04/2020
	<i>Notes:</i> Dr. Thompson will lead this during PLC's and ensure that each homeroom teacher updates the RTI Stored information.			
8/31/20	Review and update intervention data in RTI Stored for reading, math, and behavior (if needed).		Kellie Thompson	12/09/2020
	<i>Notes:</i>			
9/28/20	TSI Step: Data Day- all current Check-in and iReady data will be analyzed (teacher, grade level, and district) with emphasis on the EC subgroup to identify specific skill gap areas. Update which EC students with identified gap areas will continue to attend after-school tutoring for those areas.		Kim Doucette	02/12/2021
	<i>Notes:</i>			

9/28/20	TSI Step: Data Day- all current Check-in and iReady data will be analyzed (teacher, grade level, and district) with emphasis on the EC subgroup to identify specific skill gap areas. Update which EC students with identified gap areas will continue to attend after-school tutoring for those areas.		Kim Doucette	04/23/2021
Notes:				

Core Function:	Dimension B - Leadership Capacity
-----------------------	--

Effective Practice:	Monitoring instruction in school
----------------------------	---

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
<i>Initial Assessment:</i>		<p>2020-2021: Six new teachers were added to TES: 3 in kindergarten, 1 in 1st, 1 in 2nd, and 1 in 3rd (a student teacher who has been approved to serve as the classroom teacher). Each homeroom has at least one virtual student. Seesaw is the platform for K-3 remote/virtual students and Canvas is being used as the platform for 4th and 5th grades. Lesson plans will be housed in Google drive and will include instruction for face to face, virtual, and remote learners.</p> <p>2019-2020: Four new teachers were added to TES staff; 1 in 1st grade, 2 in 2nd grade, and 1 in 3rd grade. Except for the four new teachers, there were no changes to grade level teams for this year. A new assistant principal was assigned to TES. Growth data: met at 1.12 and overall EOG proficiency for 2018-2019 was 62.3%.</p> <p>Every grade level team will house a lesson plan framework on Google Drive. Lesson plan non-negotiables will be developed and in place for all teachers to follow based on ISS's Learning Triangle by the end of the first nine weeks. Weekly PLC's led by the IF (with administration present) will occur every Tuesday and monthly topics include curriculum/instruction (math clusters and ELA standards), data analysis (iReady, IStation, NC Check-ins, and progress monitoring), and RTI (student intervention groups).</p> <p>2018-2019: Current data indicates that TES met growth for the 2017-2018 school year. However, school growth declined from a 6.86 (2016-2017) to a 1.38 (2017-2018). Minimal changes</p>	Limited Development 05/13/2016		

were made to grade level teams for the 18-19 school year. But, the state has a brand new math curriculum that is being implemented this year. The district has released its timeline for completion of teacher observations and PDP completion. Classroom Walk-throughs will continue this year.

Every grade level team will house lesson plans on Google Drive (previous lesson plans have been archived and are view only). Lesson plans and instructional delivery must include: Letterland (K-2), Daily 5 and Number Talks (all grade levels) as well as direct and small group instruction. Grade level teams are required to meet with the leadership team each week (Tuesdays) as a PLC to discuss curriculum/instruction, data analysis, and interventions.

For the 2017-2018 school year, 9 new staff members were added to Troutman Elementary School; five beginning teachers (less than 3 years teaching experience) and 4 other teachers: 2 with over 10 years teaching experience, one with 4 years experience, and one with five years teaching experience from New York, but is in her first year in North Carolina. Grade level teams in grades 1, 2, 3, 4, and enhancements have new staff members this year. In addition, the Instructional Facilitator is in that role for the first time this year. The assistant principal has completed the initial NCEES training as required during the first 10 days of school. The principal has developed an teacher observation schedule for the 2017-18 school year and will adhere to the district benchmarking dates for completion of teacher evaluations and professional development plans. The principal and assistant principal provide timely feedback as evidenced by evaluation summaries in NCEES. The principal, assistant principal, and instructional facilitator will conduct 20 Classroom Walkthroughs on every certified teacher in school and email individual walk-through data to each teacher at the conclusion of the walk. Each grade level team will house their lesson plans on Google Drive. Lesson plans and instructional delivery must include: Letterland (K-2), Daily 5 and Number Talks (all grade levels) as well as direct and small group instruction. Grade level teams are required to meet with the leadership team each week (Tuesdays) as a PLC to discuss curriculum/instruction, data analysis, and interventions.

<p>How it will look when fully met:</p>	<p>2019-2020: All teacher evaluations and professional development growth plans will be completed on or before the timelines set forth by the district. Grade level lesson plans, K-5 and enhancements will be housed in Google Documents for all TES staff to view. Lesson plan template will be designed and aligned to the district academic triangle (5 questions). Weekly PLC's as led by the leadership team will include discussions on curriculum/instruction, data analysis, interventions, and classroom strategies.</p> <p>2018-2019: All teacher evaluations and professional development growth plans will be completed on or before the timelines set forth by the district. Grade level lesson plans, K-5 and enhancements will be housed in Google Documents for all TES staff to view (and align curriculum). Lesson plans will include specific look-fors regarding classroom instruction. Weekly PLC's as led by the leadership team will include discussions on curriculum/instruction, data analysis, interventions, and classroom strategies.</p> <p>Observation Schedule</p>		<p>Kimberly Cressman</p>	<p>05/31/2021</p>
<p>Actions</p>		<p>73 of 83 (88%)</p>		
<p><i>Notes:</i></p>				
<p>8/31/20</p>	<p>Orientation to NCEES training</p>	<p>Complete 08/26/2020</p>	<p>Kimberly Cressman</p>	<p>08/26/2020</p>
<p><i>Notes:</i></p>				
<p>8/31/20</p>	<p>Develop master observation schedule.</p>	<p>Complete 09/01/2020</p>	<p>Brian Mills</p>	<p>09/01/2020</p>
<p><i>Notes:</i></p>				
<p>8/31/20</p>	<p>Create new lesson plan folders for 2020-21 in Google Drive</p>	<p>Complete 08/17/2020</p>	<p>Kellie Thompson</p>	<p>09/11/2020</p>
<p><i>Notes:</i></p>				
<p>8/31/20</p>	<p>Review and discuss each teacher's individual BOY PDP.</p>		<p>Cressman/Mills</p>	<p>09/30/2020</p>
<p><i>Notes:</i></p>	<p>PDP discussions are scheduled after principal's PDP discussion with superintendent in case teachers' PDPs need to be aligned with principal PDP.</p>			

8/31/20	Complete 1st comprehensive evaluation.		Cressman/Mills	10/02/2020
	<i>Notes:</i>			
8/31/20	Complete 1st standard and abbreviated evaluations.		Cressman/Mills	10/09/2020
	<i>Notes:</i>			
8/31/20	Complete 2nd comprehensive evaluation		Cressman/Mills	12/18/2020
	<i>Notes:</i>			
8/31/20	Upload Kindergarten lesson plans		Donaldson	12/18/2020
	<i>Notes:</i>			
8/31/20	Upload 1st grade lesson plans.		Kelly Trudelle	12/18/2020
	<i>Notes:</i>			
8/31/20	Upload 2nd grade lesson plans		Risa Medlin	12/18/2020
	<i>Notes:</i>			
8/31/20	Upload 3rd grade lesson plans		Dawn Cardwell	12/18/2020
	<i>Notes:</i>			
8/31/20	Upload 4th grade lesson plans		Leann Adkins	12/18/2020
	<i>Notes:</i>			
8/31/20	Upload 5th grade lesson plans		Kelly Carney	12/18/2020
	<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
Initial Assessment:		2020-2021: The school year begins on Plan B which severely limits parent communication through face to face opportunities. Communication with families occurs through the following: Zoom, email, phone calls, Seesaw/Canvas, Mass Notification, newsletters, Facebook, and the school website. 2019-2020: All grade levels K-5 host parent/curriculum nights.	Limited Development 05/13/2016		

	<p>These curriculum nights provide parents with information about their child's curricular goals, to support parents understanding of student performance reports, and information on resources available to support students at home. Additionally all staff are required to conduct a minimum of two face-to-face parent conferences per year. An ESL parent night occurs each year. Other opportunities for parent involvement throughout the year include: Open House, Kindergarten registration, It's Happening Here, musical performances, kindergarten pumpkin carving, family book fair nights, Science Fair, Math Expo, Fuel Up To Play 60 Community Health Fair Night. In addition, teachers will send home a weekly newsletter to keep parents informed of current reading and math learning targets.</p> <p>2017-18: All grade levels K-5 host parent/curriculum nights. These curriculum nights provide parents with information about their child's curricular goals, to support parents understanding of student performance reports, and information on resources available to support students at home. Additionally all staff are required to conduct a minimum of two face-to-face parent conferences per year. An ESL parent night occurs each year. Other opportunities for parent involvement throughout the year include: Open House, Kindergarten registration, It's Happening Here, musical performances, kindergarten pumpkin carving, family book fair nights, Science Fair, Math Expo, Fuel Up To Play 60 Community Health Fair Night.</p>			
How it will look when fully met:	Teachers will continue to include strategies and tips on their newsletter for helping students at home. Parents have access to web-based programs (those that allow it) to monitor their child's work product in the program. The school will identify two two-week periods in which teachers will conduct parent conferences after 3:00 PM. Full implementation: a year-long calendar in created at the end of the school year in which all of these family interactions are listed and evidence of these events will be flyers detailing the event and then the sign-in sheets.		Kimberly Cressman	05/31/2021
Actions		63 of 65 (97%)		
5/26/20	On-line Kindergarten Registration and Regular School Enrollment	Complete 08/14/2020	Kimberly Cressman	08/12/2020
<i>Notes:</i>				
8/31/20	Conduct a face to face Open House (by invitation) for all new	Complete	Individual homeroom teachers	08/14/2020

	kindergarten students (virtual and face to face) and for any students new to TES.	08/14/2020		
	<i>Notes:</i>			
8/31/20	Conduct virtual Open House for each individual student and the parent in grades 1-5 and for any kindergarten parent that requests it.	Complete 08/14/2020	Individual Homeroom teachers	08/14/2020
	<i>Notes:</i>			
8/31/20	Mail letter home to all 4th and 5th grade parents about the optional Math Placement test.	Complete 08/19/2020	Kimberly Cressman	08/19/2020
	<i>Notes:</i>			
8/31/20	Mail 3rd grade informational BOG Letter (with testing dates and times) to all face to face and virtual learners.	Complete 08/27/2020	Kimberly Cressman	08/27/2020
	<i>Notes:</i>			
9/8/20	Technology help sessions offered on Wednesdays from 8am-2pm. Teachers will advertise to their parents.		Anita McMillan	09/23/2020
	<i>Notes:</i>			
8/31/20	Homeroom teachers will create and submit an electronic classroom newsletters to parents (and administration).		Individual Homeroom Teachers	12/14/2020
	<i>Notes:</i>			