

## 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 2021-2022 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. Growth data for 2020-2021 has not been released yet.

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 2021-2022 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 2021-2022 and 2022-2023 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>2021-2022: Tier I core plans for math, literacy, and behavior will be developed and updated by grade level teachers during PLC's throughout the school year. In January 2022, the school and district will implement LTRS across all grade levels. The following assessments will be used to gauge instruction and identify academic gaps: mClass (K-3) as the universal screener. Grades 4-5 will use the iReady Math and iReady Reading diagnostic assessment three times a year in addition to the monthly growth check. Intervention programs: Bridges for math, Letterland intervention tools, and Phonics for reading.</p> <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</p>	Limited Development 04/12/2016		

	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.			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	<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>		<b>Kimberly Cressman</b>	<b>05/31/2022</b>
<b>Actions</b>			<b>100 of 117 (85%)</b>	
9/11/21	Identify students in Tier 2 and Tier 3 for reading and/or math based on end of year data from 2021 and BOY data from August/September 2021.		Kellie Thompson	08/30/2021
	<i>Notes:</i>			
9/11/21	Administer 3rd Grade BOG (Reading)		Hawkins, Benjamin, Mercer, Sprinkle, Pennock, Thom	09/09/2021
	<i>Notes:</i>			

9/11/21	Develop BOY Tier I behavior core plans		Kim Haydt	09/14/2021
	<i>Notes:</i>			
9/11/21	Administer BOY mClass reading assessment.		Homeroom teachers in grades K-3	09/24/2021
	<i>Notes:</i>			
9/11/21	Develop BOY Tier I Math Core Plans (K-5)		Kellie Thompson	09/28/2021
	<i>Notes:</i>			
9/11/21	Develop BOY Tier I Reading Core Plan		Kellie Thompson	09/28/2021
	<i>Notes:</i>			
9/11/21	Disaggregate BOG Reading data by subgroup		Misty Morgan	09/30/2021
	<i>Notes:</i>			
9/11/21	Review and update students (new to TES) in RTI Stored.		Kellie Thompson	09/30/2021
	<i>Notes:</i>			
9/11/21	Disaggregate and analyze BOY mClass reading data and identify grade level gaps		Donaldson, Trudelle, Hallstrom, Cardwell	10/05/2021
	<i>Notes:</i>			
9/11/21	Administer NC Check-in #1 (Reading, Math, and Science)		Brian Mills	10/21/2021
	<i>Notes:</i>			
9/11/21	Disaggregrate and analyze Reading Check-in #1 data.		Misty Morgan	11/09/2021
	<i>Notes:</i>			
9/11/21	Disaggregate and analyze Math Check-in #1 data		Kelly Carney	11/09/2021
	<i>Notes:</i>			
9/11/21	Disagregate and analyze Science Check-in #1 data		Cheryl Long	11/09/2021
	<i>Notes:</i>			
9/26/21	Create a BOY spreadsheet that indicates how EC students are performing (BOG, mClass, and NC Check-ins) compared to the school population and share out with staff.		Kimberly Cressman	11/15/2021
	<i>Notes:</i>			
9/11/21	Identify and update Tier 2 and Tier 3 students in reading and math in RTI Stored.		Kellie Thompson	11/16/2021
	<i>Notes:</i>			
9/11/21	Implement Tier 2 and Tier 3 math interventions (Bridges).		Cindy Cook	12/17/2021

<i>Notes:</i>				
9/11/21	Implement Tier 2 and Tier 3 interventions for reading (Phonics for Reading).		Cook, Thompson, TA's, and homeroom teachers	12/17/2021
<i>Notes:</i>				
<b>Implementation:</b>		02/09/2018		
<b>Evidence</b>	2/9/2018 Data from I-Ready, NC Check-ins, District BAs, and mClass was reviewed with each grade level during grade level PLCS. Teachers discussed next steps needed to bridge the gaps. Primary grade teachers will focus on written response. Future PLCs will address various ways to incorporate writing in all content areas.			
<b>Experience</b>	2/9/2018 Data reports were created and shared with teachers. District reports were also shared with teachers. Time was spent reviewing data and pinpointing areas of concern. Next steps were established.			
<b>Sustainability</b>	2/9/2018 Future PLCs will address various ways to incorporate writing in all content areas.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>			
<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		2021-2022: TES maintained all of its teachers from the previous school year except for the loss of the science lab teacher whose position has not been filled. Lesson plans are housed in Google drive and new this year, each grade level team must submit their weekly PLC agenda into the drive The instructional facilitator has a weekly PLC agenda, also housed in Google drive, that follows the ISS PLC matrix. Administration is present for IF led PLC's and at least one member of the leadership team attends the grade level PLCs led by the grade chairperson.  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	Limited Development 05/13/2016		

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.

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%.

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).

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 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

	<p>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>			
<p><b><i>How it will look when fully met:</i></b></p>	<p>2021-2022: 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. Weekly PLC's as led by the leadership team will include discussions on curriculum/instruction, data analysis, interventions, and classroom strategies. Each grade chairperson will be responsible for the creation of their weekly PLC agenda as well as documenting the events in the meeting each week.</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</p>		<p><b>Kimberly Cressman</b></p>	<p><b>05/31/2022</b></p>

PLC's as led by the leadership team will include discussions on curriculum/instruction, data analysis, interventions, and classroom strategies.

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.

[Observation Schedule](#)

<b>Actions</b>		<b>95 of 115 (83%)</b>		
9/11/21	Create PLC agenda folder for each grade level team		Kellie Thompson	08/16/2021
	<i>Notes:</i>			
9/11/21	Create 2021-22 PLC folder in Google drive (IF led meetings)		Kellie Thompson	08/16/2021
	<i>Notes:</i>			
9/11/21	NCEES Orientation		Brian Mills	08/27/2021
	<i>Notes:</i>			
9/26/21	Identify EC students for instruction in Lexia		Breeding and Doucette	09/03/2021
	<i>Notes:</i>			
9/11/21	BOY PDP meeting with administration		Cressman/Mills	09/30/2021
	<i>Notes:</i>			
9/11/21	Comprehensive Evaluation #1		Brian Mills	10/15/2021
	<i>Notes:</i>			
9/11/21	Standard Evaluation #1		Cressman/Mills	10/30/2021
	<i>Notes:</i>			
9/11/21	Abbreviated Evaluation #1		Kellie Thompson	11/30/2021
	<i>Notes:</i>			
9/26/21	EC teachers will document 1st semester individual student progress in Lexia in math and goal team meetings and also IEP		Breeding and Doucette	12/01/2021



	meetings.			
	<i>Notes:</i>			
9/11/21	Create, submit, and edit weekly grade level plans (in Google Drive)		Donaldson	12/17/2021
	<i>Notes:</i>			
9/11/21	Create, submit, and edit weekly grade level plans (in Google Drive)		Trudelle	12/17/2021
	<i>Notes:</i>			
9/11/21	Create, submit, and edit weekly grade level plans (in Google Drive)		Hallstrom	12/17/2021
	<i>Notes:</i>			
9/11/21	Create, submit, and edit weekly grade level plans (in Google Drive)		Cardwell	12/17/2021
	<i>Notes:</i>			
9/11/21	Create, submit, and edit weekly grade level plans (in Google Drive)		Adkins	12/17/2021
	<i>Notes:</i>			
9/11/21	Create, submit, and edit weekly grade level plans (in Google Drive)		Carney	12/17/2021
	<i>Notes:</i>			
9/11/21	Create and edit weekly PLC agenda based on the ISS IF Matrix.		Kellie Thompson	12/17/2021
	<i>Notes:</i>			
9/11/21	Comprehensive Evaluation #2		Brian Mills	12/17/2021
	<i>Notes:</i>			
9/11/21	At least one Leadership Team member attends weekly grade level PLCs led by chairperson		Cressman/Mills/Thompson	12/17/2021
	<i>Notes:</i> This will allow for leadership team to have direct knowledge of the target skills, resources, and assessments being used each week.			
9/26/21	Administration evaluates EC teachers during Lexia instruction		Cressman/Mills	12/20/2021
	<i>Notes:</i>			

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>		<p>2021-2022: To start the school year, parents and visitors are not permitted in the school building due to COVID. However, a face-to-face Open House was in place. Current forms of communication include phone calls, emails, mass notification, newsletters, Facebook, the school's webpage. In addition, parents are invited into school for individual parent conferences and/or IEP meetings. The school will re-visit opening the school to parents for curriculum nights and other gatherings at the end of the first quarter.</p> <p>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.</p> <p>2019-2020: 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. 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</p>	Limited Development 05/13/2016		

	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.			
<b>How it will look when fully met:</b>	Teachers will continue to include strategies and tips in their weekly newsletter for parents to assist and support instruction in the classroom. Parents have access to web-based programs (iReady) that can be accessed in the home. After the end of the first nine weeks, the school will re-evaluate the possibility of grade level curriculum nights and face-to-face conferences. In the meantime, TES will rely on electronic forms of communication, telephone calls, and face-to-face dialogue for IEP meetings and teacher requested parent conferences.		<b>Kimberly Cressman</b>	<b>05/31/2022</b>
<b>Actions</b>		<b>79 of 86 (92%)</b>		
9/11/21	Open House (face-to-face) 2021 for all K-5 families		Kimberly Cressman	08/18/2021
	<i>Notes:</i>			
9/11/21	3rd grade Reading BOG informational letter for parents.		Brian Mills	09/03/2021
	<i>Notes:</i>			
9/13/21	Send home electronic letter to notify parents of the Second Step program.		Every HR Teacher	09/20/2021
	<i>Notes:</i>			
9/11/21	Individual parent conferences to discuss 1st quarter academic growth/gaps.		Homeroom teachers	10/27/2021
	<i>Notes:</i>			
9/13/21	Monthly FB postings (minimum of 8) that promote and market TES.		Anita McMillan	06/03/2022
	<i>Notes:</i>			
9/11/21	Weekly classroom newsletter of learning targets and other information sent home with students.		Every Homeroom Teacher	06/03/2022
	<i>Notes:</i>			
9/11/21	Mass notification of the weekly events occurring at TES.		Valarie Fogle	06/03/2022
	<i>Notes:</i>			