

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 August 2028 (when individual school growth data is released by the state), the overall school growth index as measured by EVAAS will Exceed Growth (2.0) every year. Target Goal: For the 2024-25 school year, Troutman Elementary School will Exceed Growth (2.0). 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. Growth data for 2019-2020 was not available due to school closure. Growth data for 2020-2021; Exceeded Growth at 16.0 For 2021-2022, Met Growth at 1.82. In 2022-2023, Met Growth at -1.20. In 2023-2024, Met Expected Growth at 0.02.

Strategic Goal: By May 2028, Troutman Elementary School will meet the district's strategic goal an overall End of Grade proficiency rating of 80%. Target Goal: For 2024-25, Troutman Elementary will have an overall proficiency rating of 70%. Troutman Elementary had an overall proficiency rating of 66% for 2023-2024. Troutman Elementary had an overall proficiency rating of 62% for 2022-2023. Troutman Elementary School had 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: By 2028, the proficiency for Students with Disabilities will be at 40%. Target Goal: In 2024-25, the overall proficiency of Students with Disabilities will be 25%. For the 2023-24 school year, the overall proficiency of Students with Disabilities was 21.5%. For the 2022-23 school year, the overall proficiency of Students with Disabilities was 19%. Troutman Elementary's proficiency Students with Disabilities for 2021-22 was 26%. And the Students with Disabilities proficiency for 2020-2021 was 16%.



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency

	A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
How it will look when fully met:	<p>2024-2025: At full implementation, all third grade teachers will implement reading and math instruction according to the master schedule and time allotted for each part of that instruction (Magnetic, Letterland, whole group time, small group instruction). All teachers will teach the same skill at the same time using similar resources available to the team.</p> <p>2023-2024: At full implementation, Magnetic Reading instruction will be one of the literacy components (with a defined time allotment) in every teacher's daily lesson plan for reading. In addition, these plans will have identified the specific reading standards that are being addressed each week. These reading standards will become the foundation for the standard based grading in grades K-3 and assessing students in grades 4-5.</p>		Kellie Thompson	05/23/2025	
Actions			22 of 42 (52%)		
8/18/24	Create EC cluster groups based on students' area of need (students with similar gaps are placed in 2-3 homerooms so that these students are pulled all at once for EC instruction and become a group for further support in the regular education classroom).	Complete 08/05/2024	Thompson, Breeding, and Luis	08/05/2024	
<i>Notes:</i>					
8/18/24	Create ELL cluster groups based on students' area of need (students with similar gaps are placed in one homeroom so that these students are pulled all at once for ELL instruction and become a group for further support in the regular education classroom).	Complete 08/05/2024	Thompson, Evans	08/05/2024	
<i>Notes:</i>					
8/18/24	Meet with the 3rd grade team to specifically define the instructional practices that will occur during reading and math.	Complete 08/27/2024	Kellie Thompson	08/09/2024	
<i>Notes:</i>					
8/18/24	Design a master schedule that gives third grade teachers two solid, separate blocks of time (adhering to district time requirements) to teach reading and math.	Complete 08/12/2024	Kimberly Cressman	08/12/2024	

<i>Notes:</i>				
8/18/24	Administer mClass BOY assessment.	Complete 09/09/2024	3rd grade homeroom teachers	09/09/2024
<i>Notes:</i>				
8/18/24	Administer iReady BOY assessments	Complete 09/11/2024	3rd grade homeroom teachers	09/11/2024
<i>Notes:</i>				
8/18/24	In PLC's with the IF, the 3rd grade team will disaggregate and analyze data from BOY assessments to identify students with possible reading and math gaps.		Kellie Thompson	09/17/2024
<i>Notes:</i>				
8/18/24	Conduct Magnetic Reading fidelity check using district personnel.		Fail/Wagner	09/30/2024
<i>Notes:</i>				
9/13/24	Identify every student with phonemic awareness/phonics and place them in the appropriate strategic or intensive groups.		Penny Laws and Ginger Ross	09/30/2024
<i>Notes:</i>				
9/13/24	Implement repeated readings as a method to build fluency.		3rd Grade Homeroom Teachers	10/15/2024
<i>Notes:</i>				
8/18/24	Conduct teachers' first evaluation during reading instruction and provide detailed feedback.		Cressman/Roberts	10/15/2024
<i>Notes:</i>				
9/13/24	Increase the level of engagement and student collaboration by incorporating digital learning and technology tools.		Thompson, 3rd grade teachers, Goodwin	10/20/2024
<i>Notes:</i>				
9/13/24	Professional development on vocabulary instruction with Christy Wagner		Kellie Thompson	10/30/2024
<i>Notes:</i>				
8/18/24	Administer NCCI 1 in reading and math.		3rd grade homeroom teachers	10/30/2024
<i>Notes:</i>				
8/18/24	Analyze NCCI 1 data and compare school results to district results.		Kellie Thompson	11/08/2024
<i>Notes:</i>				
8/18/24	Admin will conduct weekly CWT in reading and math		Cressman, Roberts, Thompson,	12/20/2024

	(instruction must be aligned to the time frame created at start of year).		Wishon	
	<i>Notes:</i>			
8/18/24	Member of leadership will meet with grade level team weekly during their designated day of planning.		Cressman/Thompson	12/20/2024
	<i>Notes:</i>			
8/18/24	3rd grade team will meet with IF and admin in a PLC to unpack standards.		Hawkins	12/20/2024
	<i>Notes:</i>			
8/18/24	Weekly lesson plans, with target skill noted, will be housed in Google drive		Emily Hawkins	12/20/2024
	<i>Notes:</i>			
9/13/24	Administer MOY mClass assessment.		3rd Grade Homeroom Teachers	01/15/2025
	<i>Notes:</i>			
9/13/24	Data review of MOY data		Thompson and 3rd grade team	01/31/2025
	<i>Notes:</i>			
9/13/24	Determine students who receive strategic and intensive instruction		Laws and Ross	02/01/2025
	<i>Notes:</i>			
9/13/24	Administer NCCI 3		Kimberly Cressman	04/17/2025
	<i>Notes:</i>			
9/13/24	Administer EOY mClass assessment		K-3 teachers	04/30/2025
	<i>Notes:</i>			
9/13/24	Conduct full 105-minute observation during 3rd grade reading		Kimberly Cressman	05/23/2025
	<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
How it will look when fully met:		2024-2025: For full implementation of Lexia to occur, the EC teachers will deliver the Lexia lesson as prescribed by the			Kimberly Cressman	05/23/2025

program. Students will complete a minimum of 10 Lexia units/week and at least 60% of the students will meet the usage requirements. Student progress will be documented and timestamped within the Lexia program. In addition, teacher fidelity checks by district personnel will occur at least 2X/year with feedback given to the teachers and administration.

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. An intervention plan will be developed 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 after MOY data has been collected. Because TES has been designated as a TSI school due to low EOG proficiency scores in the EC subgroup, all EC assessment data (BOG, iReady Math and iReady Reading) that is available in grades K-5 will be reviewed, discussed, and compared to grade level and school data during monthly data analysis meetings in PLCs led by IF and administration.

Grade level PLC's will conduct a review at the end of the year of Tier II and Tier III plans to set direction for individual students at the beginning of the new year.

Actions		189 of 204 (93%)		
8/17/24	All newly enrolled EC students who receive services in reading will be given a Lexia pre-assessment in order to establish an appropriate placement for the student in the Lexia program.		Kim Breeding/Kim Luis	08/30/2024
<i>Notes:</i>				
8/17/24	EC teachers meet with each student to discuss personal goal of 10 Lexia units/week.		Breeding/Luis	09/03/2024
<i>Notes:</i>				
8/17/24	Administration meets with EC to develop PDP goal in which students are completing 10 Lexia units per week.		Cressman/Roberts	09/11/2024
<i>Notes:</i>				
8/17/24	Disaggregate iReady Reading data and compare EC subgroup proficiency data to the grade level.		Kellie Thompson	09/20/2024
<i>Notes:</i>				
8/17/24	EC teachers will conduct individual meetings with their students to check on goal progress and attainment		Breeding/Luis	10/03/2024

<i>Notes:</i>				
8/17/24	Administer NC Check-in 1 (Reading).		Homeroom teachers	10/30/2024
<i>Notes:</i>				
8/17/24	Disaggregate NCCI 1 Reading data, comparing EC student data to grade level		Thompson, Luis, Breeding, Cressman	11/08/2024
<i>Notes:</i>				
8/17/24	EC teachers will conduct individual meetings with their students to check on goal progress and attainment		Breeding/Luis	11/15/2024
<i>Notes:</i>				
8/17/24	Conduct first Lexia fidelity check on EC teachers.		Kim Saffos	12/13/2024
<i>Notes:</i>				
8/17/24	Review MOY PDP goal with EC teachers.		Cressman/Roberts	01/15/2025
<i>Notes:</i>				
8/17/24	Administer mClass assessment.		K-3 homeroom teachers.	01/15/2025
<i>Notes:</i>				
8/17/24	Complete a spreadsheet of EC students, by grade, that indicates if student needs intensive (red) or strategic (yellow) intervention in reading.		Thompson and homeroom teachers	01/30/2025
<i>Notes:</i>				
8/17/24	Students complete at least 2 Lexia units/day under the direct supervision of the EC teacher.		Breeding/Luis	05/23/2025
<i>Notes:</i>				