

Comprehensive Progress Report

Mission: Our mission at Troutman Middle School is to create a safe, supportive, and inspiring environment where trust, respect, and positivity are the foundations for our students' successful learning journey.

Vision: The vision of Troutman Middle School is to strive to create an environment where all students, faculty, and staff are respected, held accountable, and work together to learn, grow, and develop within our community. We believe in honest and open communication to foster understanding.

Goals:

Math Goal - TMS will increase the percentage of students scoring in Tier 1 as measured by the iReady Math diagnostic assessment to 46% from 23% by May 2025. (A4.01)(B3.03)(C2.01)(E1.06)

Reading Goal - By May 2025, the percentage of TMS students scoring one or more grade levels above grade level Reading will increase by 10% as measured by the iReady Reading diagnostic. (A4.01)(B3.03)(C2.01)(E1.06)

Discipline Goal - TMS will have no more than 550 ODR's for the year and no more than 425 days lost to Out of School Suspension (A1.07)

Attendance Goal - TMS attendance rate will increase from 92.18% to 93% during the 2024-2025 school year.

By May 2025, 75% of students at Troutman Middle School will participate in STEAM-related activities as measured by the NC STEM School of Distinction application Rubric. A1.06; A2.18; A2.20; D2.09



! = 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
<i>Initial Assessment:</i>		<p>Walkthrough process started to reflect DOK practices and implementation of standard classroom procedures for engaged learners.</p> <p>Informal visits to classrooms with informal feedback given to teachers.</p> <p>Twice a month whole group PLCs to communicate curriculum expectations and give feedback.</p>	Limited Development 03/15/2024		
<i>How it will look when fully met:</i>		The principal regularly monitors curriculum and classroom instruction, ensuring that teaching practices align with curriculum standards and instructional goals. They observe classroom activities, review lesson plans, and assess student engagement and learning outcomes. The principal provides timely, clear, and constructive feedback to teachers based on their observations and analysis of instructional practices. This feedback is tailored to support teachers in improving their teaching strategies, addressing areas of concern, and enhancing student learning experiences. Through ongoing monitoring and feedback, the principal fosters a culture of continuous improvement and professional growth among the teaching staff.		Rebecca Wilbur	12/17/2025
Actions			0 of 3 (0%)		
	3/15/24	Provide individualized coaching and support to teachers based on their specific needs and areas for improvement identified through monitoring and feedback.		Tyler Tomlin	05/24/2025
		<i>Notes:</i> Offer resources, strategies, and mentorship to help teachers implement recommended changes in their instructional practices.			
	3/15/24	Offer professional development sessions focused on effective teaching practices, curriculum alignment, and strategies for enhancing student engagement and learning outcomes.		Debra Lester	10/10/2025
		<i>Notes:</i> Encourage participation in workshops, conferences, and other learning opportunities relevant to instructional improvement.			
	3/15/24	Utilize data from student assessments, classroom observations, and student feedback to inform feedback provided to teachers.		Megan Evans	12/10/2025

Notes: Ensure that feedback is data-driven and tailored to address specific instructional needs and student learning outcome

KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Hired MTSS Coordinator/Math Interventionist and Reading Interventionist for to support targeted Tier 2/3 learning for those students in the "red" , by diagnostic data, who do not receive EC services. Using IXL, Maneuvering in the Middle and teacher created lessons in Math. Using Lexia for Reading.	Limited Development 11/06/2023		
		Priority Score: 2 Opportunity Score: 1	Index Score: 2		
How it will look when fully met:		Troutman Middle School, a Restart school, has fully implemented indicator D1.02 by aligning resource allocation with instructional priorities. The LEA and school administration have strategically allocated funds to hire qualified teachers, purchase instructional materials, and invest in technology. A well-designed master schedule allows for efficient use of time, providing dedicated instruction, support, and collaboration opportunities. The school, committed to its Restart status, recruits and retains highly qualified educators aligned with the school's mission. Additionally, instructional support staff offer targeted assistance. As a result, student achievement has improved, with increased engagement and support for teachers in meeting diverse student needs.		Megan Evans	06/03/2025
Actions			1 of 3 (33%)		
	3/11/24	Use budget flexibility to hire an MTSS Coordinator/Math Interventionist and Reading Intervention teacher to support Tier 2 and Tier 3 Interventions.	Complete 08/05/2024	Rebecca Wilbur	08/07/2024
<i>Notes:</i>					
	3/11/24	Use budget flexibility to provide teachers with resources to increase classroom management skills and build engaging lessons.		Rebecca Wilbur	03/08/2025
<i>Notes:</i>					
	3/11/24	Use budget flexibility to provide supplies to build a new intervention program at TMS to support growth in Reading and Math.		Rebecca Wilbur	04/08/2025

Notes: An MTSS Intervention program has been started for Reading and Math Tier 2 Strategies.

Implementation:

08/19/2024

Evidence

7/11/2024 - An MTSS Coordinator/Math Interventionist and Reading Interventionist were hired.

Experience

7/11/2024 - Reviewed teacher applications and worked with HR to hire a intervention positions

Sustainability

7/11/2024 - Staff positions that support the continued employment of highly qualified teachers who can increase student performance.

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
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>		<p>Twice monthly whole group PLC meetings.</p> <p>Twice monthly one on one content coaching in all academic areas.</p> <p>Once monthly Goal team meetings and SIT meeting to review data.</p>	Limited Development 03/15/2024		
<i>How it will look when fully met:</i>		<p>TMS staff regularly examines school performance data and aggregated classroom observation data, utilizing this information to inform decisions regarding school improvement and professional development needs. This ongoing practice involves the consistent analysis of various metrics, including student achievement, growth, attendance, and behavior, alongside insights gathered from classroom observations. TMS staff utilizes the comprehensive dataset to identify trends, patterns, and areas for improvement across academic and instructional domains. Informed by this data-driven approach, strategic decisions are made to allocate resources, prioritize initiatives, and tailor professional development opportunities to address specific needs within the school community. This commitment to leveraging data for decision-making fosters a culture of continuous improvement, ensuring that interventions and supports are targeted effectively to enhance student outcomes and educator effectiveness.</p>		Erica Reasbeck	12/10/2024
<i>Actions</i>			0 of 3 (0%)		
	3/15/24	Use professional development opportunities to address specific needs identified through the data analysis process.		Christy Davidson	10/10/2024
	<i>Notes:</i> Offer training sessions, workshops, and coaching programs focused on areas such as instructional strategies, classroom management techniques, and data-driven decision-making.				
	3/15/24	TMS staff will meet twice monthly to identify trends, patterns, and areas for improvement across academic and instructional domains based on the data analysis.		Bruce Roberts	10/10/2024
	<i>Notes:</i> Foster discussions to explore root causes of identified issues and potential strategies for improvement.				

3/15/24 Development a communication process to ensure transparency in the decision-making process by communicating data analysis findings, strategic decisions, and implementation plans to all stakeholders, including staff, students, parents, and community members.

Bruce Roberts

02/04/2025

Notes: Encourage open dialogue and collaboration to foster a shared understanding of the school's improvement goals and strategies.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Reading and Math Goal team members and Grade Level teachers use iReady data/instructional groups to determine Tier 2 groups and student skill needs. Once a month the staff reviews data and discusses barriers and opportunities for growth.	Limited Development 12/05/2023		
<i>How it will look when fully met:</i>		<p>Instructional teams regularly analyze a variety of student learning data, including formative assessments, standardized test scores, classroom observations, and student work samples. They use this data to identify patterns, trends, and areas of need among students. Based on data analysis, instructional teams develop targeted intervention strategies for students who require additional support. These strategies are tailored to address specific learning gaps and individual student needs. Instructional teams continuously monitor the effectiveness of intervention strategies through ongoing assessment and data analysis. They adjust instruction as needed based on student progress and response to interventions.</p> <p>Teachers within instructional teams implement differentiated instruction techniques to address the diverse learning needs of students identified through data analysis. This includes providing personalized learning experiences, small group instruction, or additional resources and support.</p> <p>Teachers engage in collaborative planning and professional learning opportunities to strengthen their capacity to use student data effectively. This involves attending workshops, participating in data analysis meetings, or sharing best practices with colleagues.</p>		Michelle Brown	05/03/2025
Actions			0 of 7 (0%)		
	3/15/24	Establish a feedback mechanism for teachers to provide input on the effectiveness of professional development opportunities related to using student data.		Erica Reasbeck	10/22/2024
<i>Notes:</i>		Use this feedback to continually improve and refine the support provided to teachers.			

3/11/24	Instructional teams will schedule regular meetings, bi-weekly, dedicated to analyzing student learning data.		Bruce Roberts	10/30/2024
	<p><i>Notes:</i> This ensures consistent examination of formative assessments, standardized test scores, classroom observations, and student work samples.</p> <p>Facilitate opportunities for teachers to engage in collaborative planning and sharing of effective instructional strategies. Continue peer learning communities where educators can discuss data analysis findings and exchange insights on implementing differentiated instruction techniques.</p>			
3/11/24	Develop a standardized protocol for analyzing student data to ensure consistency across instructional teams.		Rebecca Wilbur	11/30/2024
	<p><i>Notes:</i> This protocol will outline specific steps for identifying patterns, trends, and areas of need among students.</p>			
3/15/24	Use budget flexibility to provide professional development to support teachers implementing differentiated instruction techniques based on data analysis findings.		Bruce Roberts	12/06/2024
	<p><i>Notes:</i> This could involve creating personalized learning experiences, organizing small group instruction sessions, or providing supplementary resources tailored to individual student needs.</p>			
3/11/24	Using data analysis, instructional teams will create targeted intervention plans for students requiring additional support.		Bruce Roberts	12/06/2024
	<p><i>Notes:</i> Each plan will specify the learning gaps and individual needs addressed, along with measurable goals and timelines for progress monitoring.</p>			
3/15/24	Instructional teams will adjust instruction as needed, based on response to interventions.		Michelle Brown	12/10/2024
	<p><i>Notes:</i> Changes will be based on student progress and response to interventions, This may involve modifying lesson plans, providing additional resources, or adapting teaching methods to better meet student needs.</p>			
3/15/24	Content Coaches will lead training sessions focused on using student data effectively for instructional planning.		Erica Reasbeck	05/14/2025
	<p><i>Notes:</i> Encourage teachers to attend data analysis meetings where they can collaborate with colleagues and share best practices for leveraging student data in their teaching practice.</p>			

	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
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Initial Assessment:

2024-25 :

Strengths:

Intervention process changed in January 2024.

Overall grade-level growth was just 1% shy of our goal.

6th grade showed the most grade-level growth by the end of the year.

8th grade was 1% away from achieving 10% grade-level growth.

7th grade increased by 6% from Diagnostic 1 to Diagnostic 2.

Higher percentage of students at grade level compared to the 2022-23 school year.

Areas of Improvement:

Data collection process needs further improvement.

7th grade did not have an in-person math teacher for the entire year.

73% of 7th-grade students are not on grade level.

School-wide, 66% of students are not on grade level in Math.

Students' refusal to complete iReady lessons has led to lower class averages and insufficient support for their skill deficits.

Professional Development is needed whole staff for a better understanding of Tier 1,2,3 instruction, including exemplars.

Limited Development
09/27/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>Teacher lesson plans include various levels of DOK and Tier 2 intervention plans. Diagnostic information from iReady is shared regularly with staff to support differentiated instructional planning for individual student needs. Math and ELA teachers maintain documentation of Tier 2 interventions and share data with their grade-level and MTSS teams regularly. Professional Development is provided during bi-weekly PLC meetings to facilitate differentiated lesson planning, the understanding of data analysis practices, intervention strategies, and MTSS. Evidence for this indicator includes differentiated lesson plans, Tier 2 and 3 intervention documentation, and iReady diagnostic data, which shows an increase in students performing on grade level.</p> <p><i>Reading goal: By May 2024, the percentage of TMS students in the red on iReady diagnostics will decrease by 20% in each grade level, leading to an increase in the yellow and green areas.</i></p> <p><i>Math goal: TMS will increase the percentage of students scoring in the "green" category on iReady diagnostic assessments by 5% at each administration throughout the 2023-24 school year.</i></p> <p><i>For both goals, students will receive targeted tier 2 instruction based on diagnostic data in their math and/ELA classes.</i></p> <p><i>After each diagnostic, data analysis will show an increase in students scoring in the green areas.</i></p>			Breanna McNamara	05/30/2025
Actions			0 of 5 (0%)		
9/8/23	As a TSI school, TMS Teachers will complete data analysis for instructional planning and adjustment purposes, creating Tier 3 intervention plans for our SWD subgroup.			Rebecca Wilbur	02/22/2025
	<i>Notes:</i>				
11/5/23	As a TSI school, Teachers and staff will receive Academic MTSS professional development on Tier 1 instruction, Tier 2 Interventions, and Tier 3 Interventions, focusing on our SWD subgroup.			Erica Reasbeck	03/21/2025
	<i>Notes:</i>				

9/8/23	As a TSI school, TMS Teachers will receive professional development from content coaches on lesson planning with a focus on including all levels of Depth of Knowledge routinely in lessons, with a focus on growing the capacity to perform at higher thinking levels for our SWD subgroup.		Breanna McNamara	03/28/2025
<i>Notes:</i>				
3/15/24	Offer workshops focused on data analysis practices, including how to interpret iReady diagnostic data and identify areas for intervention.		Michelle Brown	05/22/2025
<i>Notes:</i> Provide opportunities for hands-on practice and application of data analysis techniques.				
3/15/24	Use budget flexibility to provide teachers with training materials, resources, and examples to support their understanding of differentiated lesson planning, data analysis practices, intervention strategies, and MTSS.		Rebecca Wilbur	12/10/2025
<i>Notes:</i> Ensure these resources are easily accessible and tailored to the specific needs of educators.				
Implementation:		06/28/2023		
Evidence	6/28/2023 - All training completed for all certified staff.			
Experience	6/28/2023 WICOR strategies were shared in weekly PLC meetings and in the weekly newsletter.			
Sustainability	6/28/2023 Content coach support			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Creation of STEM Team. Establishment of FAB Lab for STEM, Blended Learning. Planning parent STEM night. Planning PD for teachers aligned with the NC SSOD Rubric. Weekly lesson plan review with a focus on STEM-related activities.	Limited Development 09/10/2024		
<i>How it will look when fully met:</i>		<p>All teachers at Troutman Middle School provide sound instruction through diverse methods, including teacher-directed whole-class and small-group instruction, independent work, and computer-based learning. Full implementation of this indicator will be supported by:</p> <p>Twice-monthly whole-staff PLCs focused on instructional strategies and best practices.</p> <p>Monthly STEM team meetings to review data, plan lessons, and integrate STEM activities.</p> <p>Parent involvement and community partnerships to support student learning.</p> <p>Weekly lesson plans reflect a variety of instructional strategies, and implementation will be measured by:</p> <p>PLC agendas and professional development feedback.</p> <p>Lesson plan reviews and walkthrough feedback.</p> <p>Office sign-ins from parents and community groups.</p> <p>Letters from community partners.</p>		Thomas Weyrauch	03/07/2025
Actions			0 of 2 (0%)		
	9/10/24	Teachers will implement at least 2 project-based learning units per semester that integrate Science, Technology, Engineering, Arts, and Mathematics. Students will work in teams to solve real-world problems through innovative solutions.		Thomas Weyrauch	12/05/2024

Notes:

9/10/24 Provide workshops or seminars on essential STEAM skills (e.g., coding, robotics, design thinking) with a goal of reaching 75% of students by the end of the year.

Thomas Weyrauch

04/30/2025

Notes:

	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
Initial Assessment:			<p>In order to reduce the number of ODR's and class days missed, TMS is using educator's handbook with fidelity to document minor offenses and make parent contacts.</p> <p>Teachers have a bounce system in place when students need a break from the classroom environment.</p> <p>We are referring students to CHA as needed for counseling.</p> <p>We are using our social worker to make additional parent and family connections.</p> <p>December 2023 - Safety and Operations team created PAWS expectations for schoolwide behavior. Teachers used Bobcat time to teach and model the expectations.</p> <p>Teachers with struggling classroom management were referred to the ISS behavior team for observation and planning.</p>	Limited Development 04/17/2023		
How it will look when fully met:			<p>Students follow the Bobcat Matrix for school-wide behavior expectations. Transitions within the building are orderly with minimal disruptions and noise. Staff use Capturing Kids Hearts strategies in the classroom to manage student behaviors. Students with disruptive behaviors follow the behave-out process. Teachers follow classroom vs. office-managed behavior matrix, resulting in a reduction of ODRs and lost instruction time. Teachers communicate with parents regarding positive academic and behavioral achievement, as well as areas of improvement for student academic improvement and behavioral needs. Students are routinely recognized and celebrated for their achievements. Students and staff enjoy coming to Troutman Middle School.</p>		Christy Davidson	05/24/2025
Actions				5 of 6 (83%)		
	3/15/24	Students meeting requirements for the Honor Roll, A-Team and attendance standards will be recognized quarterly.		Complete 01/31/2024	Christy Davidson	01/31/2024
<i>Notes:</i>						

4/17/23	Teachers will receive Quarterly training to review office-managed vs. classroom-managed behaviors, update behavior plans, and the status implementation of behavior management techniques.	Complete 03/28/2024	Christy Davidson	03/28/2024
<i>Notes:</i>				
3/15/24	Leadership staff will use Iredell-Statesville Schools Climate Survey results to determine if stakeholders are pleased with the progress at TMS.	Complete 04/23/2024	Nikole Gaines	04/26/2024
<i>Notes:</i>				
9/8/23	Teachers will explain Bobcat Matrix and review PAWS expectations with students quarterly and after breaks.	Complete 04/25/2024	Rebecca Wilbur	04/30/2024
<i>Notes:</i>				
3/15/24	Use budget flexibility to provide Bobcat Mail Card and Postage, teachers will use Bobcat Mail, telephone calls, email, canvas, and various methods to give positive praise and communicate academic needs to Parents/guardians.	Complete 05/16/2024	Breanna McNamara	05/20/2024
<i>Notes:</i>				
3/15/24	Use budget flexibility to provide Capturing Kids Hearts training for staff.		Shannon Saunders	09/24/2024
<i>Notes:</i>				

	A2.18	ALL teachers use cooperative learning methods and encourage student questioning, seeking help from others, and offering help to others.(5108)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers turn in weekly lesson plans, indicating the types of instructional/learning strategies planned for the week. Due to classroom management issues, staff are hesitant to implement cooperative learning.	Limited Development 09/10/2024		
<i>How it will look when fully met:</i>		<p>All teachers consistently use cooperative learning methods, as seen in their lesson plans. Students feel comfortable asking questions, seeking peer help, and offering assistance, fostering a collaborative learning environment.</p> <p>Walkthrough data shows students actively engaging with one another, while teachers serve as facilitators, guiding and supporting learning rather than directing it. Observation feedback confirms this shift toward student-driven learning and peer collaboration. Together, these elements ensure that cooperative learning is an integral part of classroom practice across the school.</p>		Tyler Tomlin	03/07/2025
Actions			0 of 3 (0%)		
	9/10/24	<p>Schedule PD sessions to train teachers on effective cooperative learning strategies.</p> <p>Provide examples of lesson plans that incorporate peer collaboration and student questioning.</p> <p>Followed up with coaching sessions to support teachers in integrating these methods.</p>		Sarah Romesburg	04/17/2025
	<i>Notes:</i>				
	9/10/24	Teachers will include cooperative learning activities in their weekly lesson plans.		Sarah Romesburg	04/17/2025
	<i>Notes:</i> Use PLCs to review and share lesson plans that incorporate cooperative learning strategies. Set time during PLC meetings for peer feedback on lesson plans and instructional methods.				
	9/10/24	Analyze walkthrough and observation data in monthly leadership and STEM team meetings.		Sarah Romesburg	04/17/2025

Notes: Identify areas for improvement and provide targeted support where necessary.
Celebrate successful implementation by sharing best practices across the school.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
A4.09		The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Attendance letters go out after 3, 6, and 9 unexcused absences.</p> <p>Leadership team does a weekly attendance review with referral to social worker for truancy cases.</p> <p>In appropriate cases, students are assigned a "Check and Connect" mentor.</p> <p>Social Worker meets with student and family to create an attendance contract.</p> <p>Social Worker conducts home visits.</p>	Limited Development 09/08/2023		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		The TMS attendance rate is consistently 95%. Students and families work with the school providing data concerning excused absences. The leadership team identifies students with excessive unexcused absences and those students are referred to the social worker. The social worker communicates with families and conducts home visits as needed. The social worker creates behavior contracts with students and families as needed. Students and families with behavior contracts rarely miss school due to unexcused absences. Troutman Middle utilizes group noticing in homerooms. Students feel connected to an adult and peers at TMS. Students enjoy attending TMS and achieve academic growth.		Christy Davidson	06/03/2025
Actions			0 of 5 (0%)		
9/8/23	Attendance letters will be sent after 3, 6, and 9 unexcused absences.			Joy Lawter	10/13/2024
	<i>Notes:</i> Letters have been sent bi-weekly since August 2023.				
9/8/23	Social worker referrals will be completed			Christy Davidson	10/13/2024
	<i>Notes:</i> After LT or Goal Team meetings, Ms. Davidson has completed referrals to the Social Worker as needed.				

11/1/23	Homerooms will create Group Noticing pairs. Students will email each other, using school email addresses when their pair partner is absent.		Rebecca Wilbur	11/09/2024
<i>Notes:</i>				
9/8/23	Leadership team will review attendance		Rebecca Wilbur	12/30/2024
<i>Notes:</i> This date is reviewed weekly at leadership team meetings.				
9/8/23	Truancy court referrals will be completed		Rebecca Wilbur	01/30/2025
<i>Notes:</i> One truancy court hearing has been completed as part of a referral from last year. The social worker has created two attendance contracts with at-risk families.				
Implementation:		03/11/2024		
Evidence	3/11/2024			
Experience	3/11/2024			
Sustainability	3/11/2024			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
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>Social media posts</p> <p>Weekly email/phone calls</p> <p>Parent conferences</p> <p>504 & IEP meetings</p>	Limited Development 03/15/2024		
<i>How it will look when fully met:</i>		The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home, emphasizing what parents can do at home to support their children's learning. This ongoing practice involves consistent outreach efforts, including newsletters, emails, phone calls, and parent-teacher conferences, to convey clear expectations and provide guidance on how parents can actively engage in their children's education. The school fosters a collaborative partnership with parents, encouraging open communication, sharing resources, and offering support to help parents effectively support their children's learning outside of school. Through these efforts, the school cultivates a shared understanding of the importance of parental involvement in education and empowers parents to play an active role in their children's academic success.		Christy Davidson	12/10/2025
Actions			1 of 6 (17%)		
3/15/24	Utilize email communication to share important announcements, reminders, and educational resources with parents/guardians.	Complete 05/06/2024	Rebecca Wilbur	04/19/2024	
<i>Notes:</i> Send regular updates on student progress, upcoming curriculum topics, and ways parents can support their children's learning outside of school.					
3/15/24	Host workshops and seminars for parents/guardians on topics related to supporting children's learning at home.		Erica Reasbeck	02/04/2025	
<i>Notes:</i> Offer sessions on effective study habits, homework assistance strategies, and ways to promote literacy and numeracy skills outside of school.					

3/15/24	Develop a comprehensive communication plan outlining the various methods and frequency of communication with parents/guardians.		Erica Reasbeck	02/04/2025
	<i>Notes:</i> This plan should include newsletters, emails, phone calls, and parent-teacher conferences as key communication channels.			
3/15/24	Create a document outlining the school's expectations of parents/guardians regarding their involvement in their children's education.		Erica Reasbeck	02/04/2025
	<i>Notes:</i> Clearly articulate the importance of parental support in fostering academic success and provide specific examples of ways parents can contribute to their children's learning at home.			
3/15/24	Implement a regular newsletter publication schedule to keep parents informed about school updates, events, and educational resources.		Shannon Saunders	03/07/2025
	<i>Notes:</i> Include sections dedicated to providing tips and suggestions for supporting children's learning at home.			
3/15/24	Organize parent engagement events and activities to foster a sense of community and collaboration between parents, teachers, and school staff.		Bruce Roberts	04/19/2025
	<i>Notes:</i> Encourage participation in school-wide events, volunteer opportunities, and parent-led initiatives.			