

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:

The students at Troutman Elementary School will increase in EOG proficiency from 66% to 72% as measured by the North Carolina End of grade testing by May 2027. Target for 2025-2026: Increase proficiency in 4th and 5th Math and ELA from 60% to 65% and by consistently unpacking standards and overall proficiency for grades third-fifth from 66% to 69% as measured by the End of Grade testing in May 2025.

Long Term Goal By the end of the 2027–2028 school year, Troutman Elementary will reduce total students' office discipline referrals from 598 to 420 and lower the risk ratios for African American, male, and EC students to below 2.0 by fully implementing a consistent, school-wide PBIS framework Target Goal Decrease referrals in educator's handbook on bus related incidents from 233 to 163 and overall referrals in Educator's Handbook from 598 to 420 by May 2025.



! = Past Due Objectives KEY = Key Indicator

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
<i>Initial Assessment:</i>		As of fall 2025, TES has moved into full implementation of Lexia across EC classrooms. EC teachers are delivering Lexia lessons as prescribed by the program, and students are completing a minimum of 10 Lexia	Limited Development 04/12/2016		

	<p>units per week. Current usage reports show that at least 60% of students are consistently meeting these expectations, with student progress documented and timestamped within the Lexia platform.</p> <p>All students performing below grade level, as identified through multiple assessment data points, have Tier II or Tier III intervention plans documented in RTI Stored. These plans specify intervention strategies, frequency, and time allotments. Mid-year reviews of Tier II and Tier III plans are conducted following the collection of MOY data, ensuring supports are adjusted as needed. At the end of each school year, grade-level PLCs conduct a comprehensive review of Tier II and Tier III plans to set direction for individual students. This ensures that intervention strategies and supports are in place at the start of the following year.</p> <p>Data from the 2024–2025 school year demonstrates inconsistency in the delivery of effective core instruction. While TES met expected growth overall, significant gaps remain across multiple grade levels and subject areas. Magnetic Reading was introduced as a core literacy resource during the year; however, implementation was inconsistent across grade levels. These results highlight the need for PLCs to maintain a stronger focus on consistency in instructional strategies and the use of effective instructional practices to ensure high-quality instruction in every classroom.</p>			
	<p>Priority Score: 3</p> <p>Opportunity Score: 2</p>	<p>Index Score: 6</p>		
<p>How it will look when fully met:</p>	<p>2025-2026 Classroom walkthrough data will indicate that aligned instructional standards, best practices, and effective core classroom instruction are consistently evident across grade levels and throughout the school.</p> <p>In PLCs, teachers will routinely collaboratively unpack the standards to identify essential skills and best practices, demonstrating proficiency on the PLC rubric in the areas of unpacking and instructional strategies. Magnetic Reading will be embedded as a core literacy component and evident in classroom instruction. Number Corner will be deployed in grades K–5.</p> <p>All students performing below grade level. as measured by multiple</p>		<p>Kimberly Cressman</p>	<p>05/22/2026</p>

data points, will have a Tier II or Tier III plan documented in RTI Stored. Each plan will include intervention strategies with specified frequency and time allotments. Plans will be reviewed mid-year, after MOY data collection, to adjust supports as needed. Each grade-level PLC will also conduct an end-of-year review of Tier II and Tier III plans to guide supports for individual students at the start of the following year.

Full implementation of Lexia will continue, with EC teachers delivering lessons as prescribed by the program. Students will complete a minimum of 10 Lexia units per week, and at least 60% of students will meet the program's usage requirements.

Actions		0 of 11 (0%)		
8/13/25	Administration will designate each Professional Learning Communities (PLC) to attend and then attend PLC's each week.		Kimberly Cressman	08/01/2025
<i>Notes:</i>				
8/13/25	Leadership team will create and Share PLC expectations and overview with all teams and designate PLC leads, and share PLC agenda		Kellie Thompson	08/12/2025
<i>Notes:</i>				
8/13/25	Share PLC agenda with teams to including unpacking NC DPI standards on focus program		Kellie Thompson	08/12/2025
<i>Notes:</i>				
8/13/25	Designate Leadership Goal Team to be responsible for action steps		Kellie Thompson	08/13/2025
<i>Notes:</i>				
8/13/25	Teams will create norms and roles		Duty Waugh Medlin Hawkins Adkins Beaver Clendenin	08/22/2025
<i>Notes:</i>				
8/13/25	Create Walkthrough Schedule for Leadership Team		Allen	08/22/2025
<i>Notes:</i>				
8/13/25	Create a classroom walkthrough template to measure focus on instructional standards and strategies, and share with staff.		Anne Allen, Kelly Thompson	08/22/2025
<i>Notes:</i>				
8/13/25	Administer iready assessments and analyze data in grade level PLC's		Duty Waugh Medlin	09/12/2025

			Hawkins Adkins Beaver	
<i>Notes:</i>				
8/13/25	Each PLC will use PLC Effectiveness Rubric Monitor to self assess and set goals-PLC Effectiveness Rubric-Purposeful Practice.		Waugh Medlin Hawkins Adkins Beaver	09/30/2025
<i>Notes:</i> Initial assessment 9/30 Review plans-10/21/25, 12/16/25, 3/17/25				
8/13/25	The Leadership Goal Team will review each teams PLC evaluation, revisit and adjust action steps for the team		Duty Waugh Medlin Hawkins Adkins Beaver	09/30/2025
<i>Notes:</i> 10/21/25 12/16/25 3/17/25 5/15/25				
8/13/25	Create a Plan to provide Training to all K-5 teachers on Number Corner, and a refresher plan for Number Corner		Kellie Thompson	09/30/2025
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		All staff will explicitly teach and reteach expectations and procedures both in school and on the bus. Staff and the school will provide incentives to reinforce positive behavior. Student bus referrals will decrease from 244 to 170, and overall referrals will decrease by 30%. Students are following expectations will be evident on CWT data. The PBIS team will systematically review data from the Educator’s Handbook and implement a sustainable positive behavior support model with a consistent continuous improvement cycle. The team will also develop and implement a plan to address disproportionality in office referrals for African American and Exceptional Children students.	Limited Development 08/13/2025		
How it will look when fully met:		All staff will explicitly teach, and reteach expectations and procedures		Kimberly Cressman	05/22/2026

in school and on the bus. The staff and school will provide incentives to reward positive behavior. Student bus referrals will decrease from 244 to 170. Overall referrals will decrease from by 30%. The PBIS team will systematically review data from educator's handbook, and establish a sustainable positive behavior support model with a consistent continuous improvement cycle. The team will develop a plan for addressing discrepancies in AA and EC office referrals.

Actions		1 of 12 (8%)		
8/13/25	Provide Training to Bus Drivers on PBIS expectations on the bus including expectations for routines, procedures, and building relationships		Jodi Little	08/05/2025
<i>Notes:</i>				
8/13/25	Provide Round Robin Training on SchoolWide PBIS expectations to all Staff Members	Complete 08/07/2025	Angela Benson	08/07/2025
<i>Notes:</i>				
8/13/25	Staff will reinforce positive feedback to classes throughout the school by rewarding tornados		Bordeaux/Drummond	08/11/2025
<i>Notes:</i>				
8/13/25	Designate Leadership Goal Team to be responsible for action steps		Thompson, Kellie	08/13/2025
<i>Notes:</i>				
8/13/25	PBIS Goal team will complete disproportionality tracking data monthly		Orrell Bowman Branton Bailey Trifaro K.Waugh Benso	08/26/2025
<i>Notes:</i>				
8/13/25	Monthly PBIS team will analyze educator handbook data to measure implementation of PBIS and adjust support accordingly		Orrell Bowman Branton Bailey Trifaro K.Waugh Benso	08/26/2025
<i>Notes:</i>				
8/13/25	Disproportionality Monitoring-Analyze monthly discipline data by subgroup (race, gender, EC).Share trends with staff and equity teams to support adjustments.		Jodi Little	08/26/2025
<i>Notes:</i>				
8/13/25	Provide communication to bus drivers on coding referrals with action instead of bus referral, so that behaviors on the bus can be analyzed		Kimberly Cressman	08/30/2025
<i>Notes:</i>				

8/13/25	Reward one AM and PM bus weekly for students with lowest ODRs		Jodi Little	09/02/2025
	<i>Notes:</i> Will Start by 9/20-Bus of the Week Award			
8/13/25	Target repeat driver referrals on bus by conferencing with drivers and providing follow up coaching and support. Reward the driver with the fewest ODRs each quarter.		Jodi Little	10/10/2025
	<i>Notes:</i>			
8/13/25	Provide Schoolwide Quarterly PBIS Celebration for students		Orrell Bowman Branton Bailey Trifaro K.Waugh Benso	10/10/2025
	<i>Notes:</i>			
8/13/25	Create a plan for coaching and feedback for teachers with high incidents		Thompson, Benson	10/30/2025
	<i>Notes:</i>			