

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:

By May 2026, 95% of classrooms will implement and post clearly defined expectations and procedures, providing bell-to-bell instruction using a consistent flow model (I Do, We Do, You Do or aligned). (A4.01 / B3.03)

By May 2026, student engagement strategies will be evident in at least 85% of classroom walkthroughs, as measured by administrative and peer observations. (A4.01 / B3.03)

By May, 2026, the disproportionality percentage will decrease from 38% to 20% as measured by reviewing the data from the disproportionality report, through the educators' handbook. (B2.03), (A4.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership				
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency				
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Current Implementation at TMS 1. Clear Expectations and Procedures <ul style="list-style-type: none"> Most classrooms have expectations posted, but consistency varies by teacher and grade level. Some teachers are explicitly teaching and reinforcing these expectations daily, while others are more passive, leaving room for mixed student behaviors across classrooms. Common area expectations (hallways, cafeteria, etc.) are established but not always reinforced uniformly. 	Limited Development 11/06/2023		

2. Bell-to-Bell Instruction

- Many teachers are using a structured instructional flow (I Do, We Do, You Do), but not all are intentional or consistent in pacing.
- Transition times within lessons sometimes eat into instructional minutes.
- Engagement strategies are present in some classes, but other classrooms lean heavily on teacher-led instruction with limited student interaction.

3. Collaborative Planning (PLCs)

- PLCs are meeting weekly with agendas documented, but the depth of collaboration varies.
- Strong teams are using data to drive planning and intervention strategies, while others are still in the early stages of using data meaningfully.
- There is administrative support present, but feedback loops for accountability could be stronger.

4. Data Use and Monitoring

- RTI data collection and PLC minutes are in place, but walkthrough data collection isn't consistently analyzed or shared to guide next steps.
- Peer observations are not yet a consistent practice across teams.

5. Student Engagement

- Engagement is happening but not consistently in the 85% target range.
- Some classrooms shine with interactive notebooks, group problem-solving, and tech integration, while others stick with traditional lecture and note-taking.

6. Leadership and Support

- The leadership team has laid a solid foundation by communicating expectations and modeling urgency for improvement.
- Systems for coaching and feedback are present but need to be scaled up to support every teacher in meeting these benchmarks.

<p>How it will look when fully met:</p>	<p>At Troutman Middle School, a clear team structure supports collaborative instructional planning and data-driven decision-making. Roles and responsibilities for the leadership team and PLCs are clearly defined, communicated, and consistently implemented. Protected weekly PLC time allows staff to analyze data, plan standards-aligned lessons, and design tiered interventions.</p> <p>Leadership actively supports and monitors this work through meeting participation, feedback, and walkthroughs, ensuring fidelity and effectiveness. Documentation, including PLC minutes, walkthrough data, and planning artifacts, verifies structured collaboration and intentional lesson design. Quarterly reviews of evidence and student performance data drive continuous improvement, fostering a culture of shared responsibility and collective growth.</p>		<p>Adrienne Parker (October 2024)</p>	<p>03/06/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>8/22/25</p>	<p>Define Team Structure and Roles</p>		<p>Adrienne Parker (October 2024)</p>	<p>10/01/2025</p>
<p><i>Notes:</i> Clearly articulate the roles and responsibilities of the school leadership team and collaborative planning teams (PLCs).</p> <p>Assign specific duties for instructional planning, data review, and monitoring student progress.</p> <p>Share the team structure with all staff, ensuring everyone understands responsibilities and expectations.</p>				
<p>8/23/25</p>	<p>School leadership regularly communicates the importance and urgency of PLC work and instructional planning</p>		<p>Rebecca Wilbur (August 2024)</p>	<p>10/02/2025</p>
<p><i>Notes:</i> Leadership attends selected PLC meetings to observe collaboration and provide feedback.</p> <p>Recognize and celebrate teams demonstrating high-quality planning and data-driven instruction.</p>				
<p>8/23/25</p>	<p>Conduct administrative and peer walkthroughs to observe posted expectations, instructional flow, and engagement strategies.</p>		<p>Aaron Richmond (August 2025)</p>	<p>10/02/2025</p>
<p><i>Notes:</i></p>				
<p>8/23/25</p>	<p>Provide access to student performance data and tools for analysis (e.g., RTI data, assessment results).</p>		<p>Bruce Roberts (August 2025)</p>	<p>12/02/2025</p>

Notes:

Use data during PLC meetings to identify struggling students, plan tiered interventions, and refine instructional strategies.

Document decisions, action steps, and follow-up items in PLC minutes for accountability.

6/12/25 Establish Regular Collaborative Planning Time

Adrienne Parker
(October 2024)

02/09/2026

Notes: Schedule weekly PLC meetings with protected time for teacher collaboration.

Ensure agendas are pre-planned and distributed before each meeting.

Include time for analyzing student data, sharing instructional strategies, and planning lessons aligned to standards.

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 (August 2024)	12/17/2025
<i>Actions</i>			0 of 4 (0%)		
	3/15/24	The Leadership Team will complete 30 Classroom Walkthroughs per week with a focus on consistent instructional practices and share feedback with teachers on the same day.		Megan Evans (August 2024)	10/10/2025

Notes: Create a weekly walkthrough schedule to visit every classroom regularly.

Use a standardized walkthrough form focused on alignment to curriculum, instructional strategies, and student engagement.

Document evidence and trends from each visit for follow-up discussions.

Provide timely, specific feedback after observations — ideally within 24–48 hours.

Use a “glows and grows” framework to highlight strengths and areas for growth.

Include actionable next steps teachers can immediately implement.

3/15/24

Offer professional development sessions focused on effective teaching practices, curriculum alignment, and strategies for enhancing student engagement and learning outcomes.

Adrienne Parker
(October 2024)

10/10/2025

Notes: Hold regular coaching meetings or PLC check-ins to discuss instructional strategies and challenges.

Pair feedback with targeted professional development to support growth in specific areas (e.g., engagement strategies, differentiation, or questioning techniques).

8/23/25

Perform weekly lesson plan and alignment checks with timely feedback.

Vincenzo Murano
(August 2025)

12/02/2025

Notes: Require weekly lesson plan submissions, focusing on alignment with state standards and school instructional goals.

Provide quick feedback notes highlighting strengths and suggesting adjustments where needed.

Spotlight well-aligned lesson plans in PLCs to share best practices.

3/15/24

Incorporate student performance data in post-observation conferences to connect instruction to student outcomes; Support teachers in setting measurable, short-term instructional goals based on the data.

Adrienne Parker
(October 2024)

05/24/2026

Notes: Provide individualized coaching and support to teachers based on their specific needs and areas for improvement identified through monitoring and feedback.

Offer resources, strategies, and mentorship to help teachers implement recommended changes in their instructional practices.

Keep records of observations, feedback, and follow-up actions in a shared tracking system for accountability.

Schedule follow-up visits to monitor implementation of suggested changes and recognize progress.

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
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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 at grade level.</p>			Rebecca Wilbur (August 2024)	05/30/2026
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	02/22/2026
<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	03/21/2026
<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.			Angela Sanderline	03/28/2026
<i>Notes:</i>					
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	05/06/2026

Notes: Ensure these resources are easily accessible and tailored to the specific needs of educators.

3/15/24 Offer workshops focused on data analysis practices, including how to interpret diagnostic data and identify areas for intervention.

Aaron Richmond

05/22/2026

Notes: Provide opportunities for hands-on practice and application of data analysis techniques.

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 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<ul style="list-style-type: none"> Weekly Leadership review of discipline Use of Check and Connect and School-Based therapy Implementation of the Bobcat Blueprint 	Limited Development 11/06/2023		
<i>How it will look when fully met:</i>		<p>The Educators' Handbook Disproportionality Report confirms that the disproportionality rate has decreased, reflecting equitable and consistent discipline practices across all subgroups.</p> <p>Quarterly data reviews are systematically conducted to analyze discipline trends by subgroup and incident type, ensuring that progress is monitored and sustained. Comprehensive documentation verifies that all staff members have successfully completed professional development in restorative practices, culturally responsive teaching, and PBIS strategies, equipping teachers with the necessary skills to foster a positive and inclusive school climate.</p> <p>Fidelity checklists and administrative walkthrough data confirm that classroom management and intervention strategies are implemented with consistency and accuracy. Professional Learning Community (PLC) minutes and planning artifacts provide evidence of ongoing, data-driven discussions that inform instructional and behavioral adjustments to support student success.</p> <p>Additional evidence of full implementation includes fidelity logs, administrative observation data, and student survey results, which collectively indicate that students perceive the school environment as fair, safe, and supportive. Moreover, discipline records demonstrate a significant reduction in repeat referrals, highlighting the effectiveness of interventions and the positive impact of consistent, collaborative practices.</p>		Thomas Weyrauch (August 2024)	05/13/2026
<i>Actions</i>			0 of 7 (0%)		
	8/23/25	Schedule quarterly leadership team reviews to evaluate data, implementation fidelity, and staff feedback.		Rebecca Wilbur (August 2024)	10/10/2025

Notes: Adjust professional development, intervention supports, or monitoring processes based on trends.

Set clear, measurable goals for the next quarter to sustain momentum. Review fidelity logs and administrative observation data to celebrate improvements in classroom management and behavior supports.

Recognize teachers and teams who demonstrate strong implementation of equitable discipline practices.

Publicly share data showing decreases in repeat referrals to reinforce the positive impact of these efforts.

8/23/25 Provide mandatory professional development in restorative practices, culturally responsive teaching, and PBIS strategies.

Rebecca McDuffie

11/15/2025

Notes: Offer refresher sessions or coaching cycles for staff needing targeted support.

Maintain updated documentation of all completed professional development for accountability and evidence of implementation.

8/23/25 Embed Data-Driven Collaboration in Leadership Team Meeting, Grade Level Team Meetings and PLCs.

Erica Reasbeck
(August 2024)

11/15/2025

Notes: Incorporate behavior and discipline data into regular PLC meetings.

Document discussions, action steps, and intervention plans in PLC minutes and shared planning artifacts.

Monitor the effectiveness of interventions and adjust strategies based on ongoing analysis.

8/23/25 Conduct quarterly reviews of discipline data by subgroup and incident type.

Bruce Roberts
(August 2025)

12/19/2025

Notes: Use the Educators' Handbook Disproportionality Report to track trends and progress toward reducing disproportionality.

Share key findings with staff during PLCs and leadership meetings to promote transparency and collaborative problem-solving.

6/12/25 Use Budget (Incentives for Students) flexibility to fund positive behavior reinforcement systems (e.g., Bobcat Bucks, celebrations, rewards) to promote and acknowledge expected behaviors.

Megan Evans
(August 2024)

03/16/2026

Notes: This flexibility was used during 2025-2026.
Evidence of fidelity checks for behavior interventions and classroom management strategies

6/12/25 Use Budget (Professional Development) flexibility to provide staff training on behavior expectations, restorative practices, trauma-informed strategies, and PBIS structures to ensure consistent implementation schoolwide.

Thomas Weyrauch
(August 2024)

05/13/2026

Notes: This flexibility was used during the 2025-26 school year.
Documentation of professional development completion rates (e.g., restorative practices, culturally responsive teaching, PBIS strategies)

6/12/25 Use Other flexibility to embed behavior instruction time into the master schedule and protected time for monthly data reviews on schoolwide behavior trends.

Rebecca Wilbur
(August 2024)

10/12/2026

Notes: This flexibility was used in the 2025-26 school year.
Quarterly reviews of discipline data by subgroup and incident type