Comprehensive Progress Report

Mission:

Troy Elementary School builds relationships to help the whole child succeed. In a safe and positive environment, we engage students academically and creatively in order to promote and explore the possibilities of the world.

Vision:

Creating whole child success together.

Goals:

Improve student performance

Increase educator preparedness to meet the needs of every student

Eliminate opportunity gaps

! = Past Due Objectives KEY = Key Indicator

Core Function:			Domain 1: Turnaround Leadership			
Effective Practice:			Practice 1B: Monitor short-and long-term goals			
	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:	Our school aligns resource allocation to instructional priorities identified through data-driven planning. Student performance data, subgroup needs, and teacher feedback inform our School Improvement Plan, which guides staffing, and scheduling decisions. Title I, state, and local funds, with allocations supporting MTSS implementation and strategies to close equity gaps. Resource decisions consider multiple factors, including personnel assignments, time for collaborative planning, and facility use. Stakeholder input from the Teacher Working Conditions Survey, PTO, and community partners informs planning and adjustments. Partnerships with the Town of Troy, local churches, and businesses provide additional resources for staff morale, fundraising, and student support. Allocations are monitored annually by reviewing budget use, progress toward Indistar goals, and student outcome data. Adjustments are made to address identified gaps and improve effectiveness. While strong systems exist for using data and partnerships to guide decisions, we continue to strengthen processes for ongoing monitoring and expanding external supports to enhance instructional priorities.	Limited Development 07/30/2025		

How it will look when fully met:	Resource allocation is fully aligned with instructional priorities through a systematic, transparent process grounded in comprehensive needs assessments and multiple data sources. The School Improvement Team regularly reviews student performance data, subgroup trends, and teacher input to set clear priorities and ensure equity. All resources—funding, staff expertise, instructional time, and facilities—are strategically allocated to address these priorities and sustain MTSS implementation. Federal, state, and local funds are blended, braided, and layered to maximize impact and reduce duplication. Stakeholders, including staff, families, and community partners, are actively engaged in decision-making through surveys, meetings, and advisory groups. Partnerships with local businesses, organizations, and agencies expand resources to provide academic, social-emotional, and enrichment supports for students and staff. Allocations are monitored continuously, with measurable outcomes guiding adjustments to improve effectiveness. The process is transparent and well-communicated, ensuring that decisions promote equity and close achievement gaps. Resource allocation is sustained as an embedded practice, ensuring that every student has access to high-quality instruction and support aligned with schoolwide goals.		**Courtney Wilson (Elected August 2025)**	**06/10/2028**
Actions		**0 of 5 (0%)**		
8/27/25	Develop a standardized resource allocation protocol using multiple data sources.		Megan Epps (Elected August 2025)	06/01/2026
Notes:				
8/27/25	Create a stakeholder engagement plan for input on resource decisions.		Jessalyn Spell	06/01/2026
Notes:				
8/27/25	Implement a quarterly review cycle for budget and allocation effectiveness.		Courtney Wilson (Elected August 2025)	06/01/2026
Notes:				
8/27/25	Monitor equity impact of resource allocation through grade level performance data.		Tressie Sargent	06/01/2026
Notes:				

8/27/25	Adjust resource allocations based on review findings and updated needs.		Courtney Wilson (Elected August 2025)	06/01/2026
Notes:				

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**
Initial Assessment:			Our Leadership Team includes the principal, instructional facilitator, school counselor, data manager, a parent representative, and grade-level representatives. The team meets regularly with clear agendas and documented minutes. Student performance data is collected through universal screeners (Amplify, iReady) at BOY, MOY, and EOY and supplemented with common formative assessments such as Standards Mastery. Data is disaggregated by grade level and subgroups to identify trends and guide targeted interventions within MTSS. Aggregated classroom observation data is used to provide feedback on instructional practices, with subject-specific walkthroughs helping determine next steps for reading and math improvement. The team reviews both student performance data and observation trends together to identify strengths and instructional gaps, which inform school improvement priorities and professional development planning. Professional learning is aligned to these findings, though shared accountability for implementing next steps is an area for growth. Resources are allocated based on identified priorities, and progress is monitored through subsequent data cycles. Continued improvement is needed in fully integrating observation trends into decision-making and in sustaining collaborative follow-through on action steps.	Limited Development 07/30/2025		

How it will look when fully met:	Our Leadership Team, composed of an administrator, instructional coach, and teacher leaders from all grade levels, meets monthly following a structured agenda and established data review protocols. The team systematically analyzes disaggregated student performance data from universal screeners, diagnostics, and progress monitoring to identify trends, ensure equity, and set measurable schoolwide goals. Aggregated classroom observation data is reviewed consistently to pinpoint strengths and gaps in instructional practice. Both data sources are combined to identify root causes of student performance challenges and to determine high-leverage professional development priorities. All PD is directly tied to these findings, includes follow-up coaching, and provides opportunities for teachers to apply and refine research-based strategies in their classrooms. Resources—including time, staffing, and funding—are allocated to support data-driven strategies and sustained implementation. The team monitors the impact of professional development and instructional changes through ongoing assessment cycles and observation trends, adjusting supports as needed. Data analysis, PD planning, and progress monitoring are embedded as part of the school's continuous improvement cycle, ensuring that decisions are intentional, evidence-based, and focused on improving student outcomes.		**Jessalyn Spell**	**06/10/2028**
Actions		**0 of 4 (0%)**		
9/2/25	Develop structured data review protocols for Leadership Team meetings.		Tressie Sargent	06/05/2026
Notes:				
9/2/25	Create a shared system to document observation trend analysis.		Jessalyn Spell	06/05/2026
Notes:				
9/2/25	Implement monthly Leadership Team cycles combining performance and observation data.		Megan Epps (Elected August 2025)	06/05/2026
Notes:				
9/2/25	Monitor alignment of professional development with identified instructional practices.		Jessalyn Spell	06/05/2026
Notes:				

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
Initial Assessment:			Our school implements a tiered instructional system with a strong academic core at Tier I that includes standards-based instruction and differentiation. Tier II and Tier III supports provide supplemental and intensive interventions primarily for academics, identified through universal screeners (iReady, mCLASS) and progress monitoring. Placement and movement between tiers are guided by data rules and reviewed during PLCs and MTSS meetings. Teachers collaborate to select and deliver evidence-based strategies for academic interventions; however, alignment across EC, AIG, and ML programs requires improvement. While academic tiers are clearly defined, behavioral, emotional, and attendance domains need greater clarity and consistency. Interventions are adjusted based on ongoing data analysis, and problem-solving occurs in collaborative team settings. Professional learning supports evidence-based practices, though additional training is needed to ensure equity, culturally responsive practices, and consistency across all tiers. Current efforts align with MTSS and federal requirements, but refinement is needed to fully integrate social-emotional and behavioral supports into the system.	Limited Development 07/30/2025		

How it will look when fully met:	Our school operates a clearly defined, fluid MTSS structure where Tier I, II, and III instruction is consistently implemented across academic, behavioral, emotional, and attendance domains. Tier I provides strong, differentiated core instruction for all students, while Tier II and Tier III deliver supplemental and intensive interventions aligned to individual needs. Universal screeners (iReady, mCLASS), diagnostics, and ongoing progress monitoring drive data-based decisions for tier placement, entry/exit criteria, and instructional adjustments. Evidence-based practices are used with fidelity across all tiers by general education, EC, AIG, ML, and support staff, ensuring culturally and linguistically responsive instruction. Collaborative planning and structured problem-solving occur regularly, allowing staff to align strategies, review data, and refine interventions. Professional development is embedded, ongoing, and linked to data trends, with coaching and feedback supporting implementation. Resources, time, and staffing are allocated equitably to meet the needs of all learners, with subgroup performance data guiding continuous improvement and alignment with MTSS, CSI, and ATSI requirements. Evidence of full implementation includes MTSS protocols, intervention plans with fidelity checks, collaborative planning agendas, professional development logs, student tier placement data, progress monitoring reports, and subgroup performance analyses.		**Megan Epps (Elected August 2025)**	**06/10/2028**
Actions		**0 of 5 (0%)**		
9/2/25	Train clear tier definitions for behavior, emotional, and attendance.		Tressie Sargent	06/05/2026
Notes:				
9/2/25	Implement MTSS intervention menu with entry and exit criteria.		Jessalyn Spell	06/05/2026
Notes:				
9/2/25	Train all staff on culturally responsive, evidence-based practices.		Tressie Sargent	06/05/2026
Notes:				
9/2/25	Monitor collaborative problem-solving protocols across all grade levels.		Tressie Sargent	06/05/2026
Notes:				
9/2/25	Monitor fidelity of interventions through walkthroughs and data reviews.		Jessalyn Spell	06/05/2026
Notes:				

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3B: Provide rigorous evidence-based instruction			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Instructional teams at our school meet weekly for 45-minute grade-level planning sessions focused on collaboratively developing and revising reading and math units of instruction. These sessions are guided by district-created pacing guides, which ensure alignment to North Carolina standards. Lesson plans are reviewed by school administrators to monitor adherence to unit plans and alignment with grade-level objectives and standards. Each grade level is led by a designated chair who facilitates the planning process. The EC resource teacher participates in all weekly grade-level planning meetings to support inclusive instructional practices and ensure alignment for students receiving exceptional children's services. While horizontal planning is a consistent strength, vertical planning has been an area for growth. To address this, the school is implementing monthly afterschool vertical planning meetings to strengthen cross-grade-level alignment in reading instruction and support a more cohesive instructional program. Assessment practices and instructional objectives are sequenced in accordance with district pacing, and the school leadership team uses walkthroughs, lesson plan reviews, and team discussions to monitor the alignment and effectiveness of instruction. The school is committed to building on its collaborative structures to ensure all instruction remains standards-aligned, data-informed, and focused on continuous student growth.	Limited Development 07/30/2025		

How it will look when fully met:	At our school, instructional teams consistently collaborate to develop and refine standards-aligned units of instruction that include clearly sequenced objectives and assessments. Grade-level teams meet weekly for 45-minute planning sessions, led by the grade-level chair, to ensure instructional units are cohesive, rigorous, and aligned to the district's pacing guides. These pacing guides, created by district instructional facilitators, provide a structured framework that ensures vertical and horizontal alignment to North Carolina standards. Each planning session is grounded in shared analysis of student data, with teams using this information to make adjustments to pacing, instructional strategies, and assessments. The EC resource teacher actively participates in all grade-level planning sessions to support differentiation and access for all learners. Vertical planning meetings occur monthly after school and focus on aligning instructional expectations, vocabulary, and assessment practices across grade levels, particularly in reading and math. Administrators regularly review lesson plans, observe instruction, and engage in planning conversations to ensure alignment with standards and district pacing. Feedback is timely and specific, fostering a culture of continuous improvement. Evidence of full implementation includes detailed, standards-based lesson plans; agendas and minutes from collaborative planning sessions; walkthrough data reflecting aligned instruction; and student work samples demonstrating mastery of clearly defined objectives. This collaborative, data-driven planning process is embedded in our school culture and ensures that every student receives high-quality, standards-aligned instruction every day.		**Tressie Sargent**	**06/10/2028**
Actions		**0 of 3 (0%)**		
8/20/25	Train grade level chairs to facilitate data driven planning.		Tressie Sargent	06/10/2026
Notes:				
8/20/25	Implement monthly vertical planning protocols for reading and math.		Tressie Sargent	06/10/2026
Notes:				
8/20/25	Monitor lesson plans and walkthroughs for standards alignment.		Jessalyn Spell	06/10/2026
Notes:				

Core Function:	**Domain 4: Culture Shift**
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**

		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers at our school communicate student progress to parents/guardians using a combination of report cards, progress reports, and conferences. Teachers provide feedback on student mastery of grade-level standards through formal reporting periods as well as informal updates via phone calls, emails, or ClassDojo. In addition, parent-teacher conferences are held twice per year and curriculum nights offer families opportunities to review student performance data, clarify expectations, and discuss areas of strength and need. While these practices ensure that parents receive consistent updates, reporting based on individual standards is not yet fully systematic across the school. Some variation exists in the level of detail provided on specific standards, and digital communication methods are used more frequently in some classrooms than others. The Leadership Team is working toward greater consistency and alignment so that families receive clear, standards-based information that supports at-home reinforcement of learning. Moving forward, our goal is to refine schoolwide expectations for how standards mastery is reported, ensure all teachers provide consistent and actionable feedback, and strengthen two-way communication with families to support student success.	Limited Development 08/27/2025		

How it will look when fully met:	Our school operates with a fully embedded and systematic approach to communicating student mastery of standards-based objectives. The Leadership Team—composed of the administrator, instructional coach, teacher representatives, parent representative and support staff—meets consistently and follows established protocols to review disaggregated student performance data. These reviews identify trends, ensure equity, and guide the setting of schoolwide goals. Professional development priorities are directly aligned with this analysis, ensuring teachers are equipped to provide meaningful, standards-based feedback to families. All teachers consistently report student progress through multiple methods, including standards-based report cards, progress reports, digital platforms, and parent-teacher conferences. Families receive timely, specific, and actionable information on student mastery of grade-level standards, enabling them to understand strengths and areas for growth. Communication practices are uniform across grade levels, ensuring equity and clarity for all families. Parent-teacher conferences and curriculum nights further engage families with student data and support their role in reinforcing learning at home. At full implementation, the school's culture reflects open, two-way communication between teachers and families, with consistent, standards-based reporting serving as a foundation for strong partnerships that drive student success.		**Jessalyn Spell**	**06/10/2028**
Actions		**0 of 6 (0%)**		
10/1/25	Implement schoolwide expectations for standards-based parent reporting		Tressie Sargent	06/10/2026
Notes:				
10/1/25	Implement uniform templates for progress reports and conferences		Courtney Wilson (Elected August 2025)	06/10/2026
Notes:				
10/1/25	Train teachers on effective standards-based communication practices		Tressie Sargent	06/10/2026
Notes:				
10/1/25	Implement consistent digital and in-person reporting structures		Jessalyn Spell	06/10/2026
Notes:				

10/1/25	Monitor reporting practices through Leadership Team data reviews		Megan Epps (Elected August 2025)	06/10/2026
Notes:				
10/1/25	Adjust and sustain communication practices based on feedback		Jessalyn Spell	06/10/2026
Notes:				