

Comprehensive Progress Report

Mission: Learning For All...Whatever It Takes!

Vision: W. A. Pattillo School staff will provide quality experiences that ensure success and excellence for all students.

Goals:

The percentage of students who are proficient in reading will increase by 10 percentage points on the overall school reading composite in the respective grade cohort.

The percentage of students who are proficient in math will increase by 10 percentage points on the overall school math composite in the respective grade cohort.

Pattillo students and staff will contribute to raising the overall school composite 10 points by providing a collaborative, inclusive, welcoming, and safe school environment that promotes respect for all students to ensure successful learning opportunities.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
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>		Grade level meetings, NNN Training, PBIS matrix, teacher observations, mentoring protocols, homeroom, calm-down space, BIPs	Limited Development 10/15/2018		
<i>How it will look when fully met:</i>		Behavior data - Measurable Temperature checks Student surveys for impact of homeroom/behavior intervention Teacher survey of classroom management/instruction.		Nedra Bruner	06/07/2019

	PBIS - Fun Friday Data			
Actions		0 of 3 (0%)		
10/15/18	Mindfulness Lessons		Sheri Little	06/07/2019
<i>Notes:</i> Presented during Homeroom intervention and advocacy time by each teacher.				
11/7/18	Monthly review of ODRs to determine areas of concerns and students in need of greater intervention.		Nedra Bruner	06/07/2019
<i>Notes:</i>				
11/7/18	Student 'temperature' check to be completed weekly and shared to staff to improve student culture.		Nedra Bruner	06/07/2019
<i>Notes:</i> Attach temperature check form				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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:		We have limited development for this indicator. We are currently having all core teachers complete curriculum calendars each month that drive instruction based on check-in, CFA, and classroom assessment data. Math and ELA meet as a PLC weekly to discuss this data now and science and social studies teams will be added to the calendar during the second nine weeks. We have a literacy committee run by Ms. Lewis that looks at literacy practices across all contents and builds lessons an implementation plans for new literacy strategies. Teachers had the half day on October 4th as a CFA and calendar planning sessions.	Limited Development 10/22/2018		
How it will look when fully met:		All content areas of the school are meeting 50 minutes weekly to analyze data gathered from the classroom, school, and district assessments and task. Teachers continue to plan and collaborate on the creation of CFAs and shared classroom assessments during planning. Grade levels meet monthly to discuss the needs of students.		Lauren Lampron	06/11/2019
Actions		0 of 3 (0%)			
10/22/18	The Science and Social Studies teams have PLC time during a school day each week to			Lauren	06/07/2019

	develop standards-aligned instruction beginning in semester 2.		Lampron	
	<i>Notes:</i> PLC times should be during POWER once novel study ends. PLC minutes should be uploaded as evidence.			
10/22/18	Core teachers will participate in collaborative planning meetings and unit calendars		Lauren Lampron	06/07/2019
	<i>Notes:</i> Teachers that collaborate to complete calendars should complete a Google form to document collaboration. Upload folder from drive of the different monthly calendars.			
10/22/18	Grade level meetings will occur monthly to discuss set agenda created by lead teacher for each grade level.		Lauren Lampron	06/07/2019
	<i>Notes:</i> Link the minutes from the grade level meetings			

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Student support services

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>		<p>Tier 1: All students receive instruction in core classes that are evidence-based through the reading and mathematics curriculum, aligned with the Common Core State Standards.</p> <p>1a--Individualized scheduling: students are placed in specific classes with the appropriate school personnel available to deliver an appropriate level of instruction.</p> <p>1b-PLC teams meet frequently (I think once per week) in all subject areas to identify specific student needs and discuss evidence-based practices and strategies to use in the classroom.</p> <p>1c- PLC teams review individual student progress and compare data against the rate of progress expected of typically performing students at the same grade level. How well each student is progressing over time is also examined against his or her past performance (see PLC data wall).</p> <p>2- Tier 2: Upon receiving assessment data, students receive small group remediation in any and all core subjects in the following ways:</p> <p>2a-Homeroom assignments based on area of student academic need.</p> <p>2b- POWER assignments per quarter to accommodate individual student academic need and</p>	Limited Development 10/26/2018		

	area for remediation			
	3- Tier 3: At-risk students who require additional academic support and/or are identified within the exceptional children's department: 3a--Special Education teachers providing remediation through inclusion-based settings for specific mathematics and reading-based classes.			
How it will look when fully met:	Tier 1- School personnel will receive sufficient and ongoing professional development to implement the core curriculum with a high degree of integrity, resulting in outcomes upon assessment that indicate an increased level of proficiency across all grade and skill levels.		Megan Wieseman	06/12/2020
Actions		0 of 1 (0%)		
10/26/18	Educators will use a structured program across all content areas to collect student assessment data, monitor individual student progress, drive instruction, and implement scaffolding and differentiation practices, resulting in student academic growth towards proficiency.		Megan Wieseman	06/12/2020
<i>Notes:</i> Utilizing MasteryConnect will aid in this process.				
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
Initial Assessment:	Over the past year, our teachers have become more aware of the needs and adversities our students face. We began a Resiliency and Trauma Sensitive Team that continues to make progress towards creating a emotionally and mentally sensitive school. We currently house two organizations to aid us in this effort: Family Resource and ROA. We are hoping to house a mental wellness clinic in the school in the future.	Limited Development 10/26/2018		
How it will look when fully met:	Teachers will have a full understanding of the emotional, mental, and social needs of our students. Not only will we have interventions that occur naturally through our guidance and administration, but we will also continue our mindfulness lessons, ROA, Trauma sensitivity training, Resiliency, and Family Resource. A fully functional mental wellness facility will be available to meet the mental and medicinal needs of our students. 'Temperature' Checks, our checks on the moods and happenings on students, will be in use weekly to ensure that we are tracking student emotional trends.		Nedra Bruner	06/12/2020
Actions		0 of 3 (0%)		
10/26/18	Complete Temperature Checks during Homeroom Intervention		Nedra Bruner	06/07/2019

<i>Notes:</i> Attach survey as reference and reflection on trends for completion.							
11/7/18	Starting an in-house day treatment in order to meet the medical need of our students.			Nedra Bruner	06/07/2019		
<i>Notes:</i>							
11/7/18	Meeting once a month as a resiliency team to identify areas of need and growth.			Elijah Kane	06/07/2019		
<i>Notes:</i>							
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)		Implementation Status	Assigned To	Target Date	
Initial Assessment:		<p>The fifth-graders from the feeder schools currently tour of the middle school in April to learn the routines and day-to-day functions. During the open house, before the first day of school, students are allowed to tour the school, meet their teachers, and gather information as needed. Administration and teachers pair up to conduct home visits over the summer to learn the goals of our students. This process is completed for all grade levels. Also, summer conferences are available for parents to meet with administration and staff to address their concerns with their scholar prior to the school year starting. This allows the parents and faculty to create goals for their scholar.</p> <p>Before the school year, homerooms are strategically assigned to provide resources for a smooth transition and to continue to support students throughout the school year. Additionally, eighth-graders meet with the high school guidance counselor in April to gather information regarding potential classes and high school schedule and to tour the high school. Edgcombe Early College provides information sessions to students who are interested in applying for their school in the next year. EC students have a transition meeting held with the special education teachers of both middle and high school.</p> <p>During the first week of school, administration meets with grade levels to discuss expectations and procedures specific to that grade level. There are annual review meetings for IEP/LEP/504 students. Students who were retained are asked to sign an academic contract. Homeroom and tutorial settings are multi-grade level with teachers from all over the school for students to interact and get to know all teachers in the school rather than just their grade-level.</p>			Limited Development 10/22/2018		
How it will look when fully met:		The incoming 6th-grade students will be aware of their class schedule and can arrive on time to each class within the 3 minute transition time by the first day of school. The rising 6th-grade students will travel to and tour the middle school to learn their day-to-day functions. Enhancement teachers will reach out and visit elementary schools to create a connection with future middle school educators.				Amanda Mongillo	06/11/2021

Prior to the first day of school, additional days/hours that the school will be open, we will allow incoming students to practice walking their schedule.

Student-Led conferences for 8th-graders will be held at the end of the year with a high school teacher present so students will be familiar with a teacher at their high school. The 8th-graders will also have taken a trip to the high school to learn the day-to-day functions.

Students will know and be comfortable with teachers in other grades and levels through the use of homeroom, clubs and tutorial times.

Actions		0 of 7 (0%)		
10/22/18	Have rising high school students tour the high school/early college.		Amanda Mongillo	06/07/2019
<i>Notes:</i> Students do not currently tour the EEC.				
11/7/18	Create a transition team consisting of staff members for the elementary to middle school transition and the middle to high school transition.		Amanda Mongillo	06/07/2019
<i>Notes:</i>				
11/7/18	Complete transition meetings for our students with disabilities.		Dana Alexander	06/07/2019
<i>Notes:</i>				
11/7/18	Create a Bridging Project that will ensure a smooth transition, Pre-K-Post-Secondary, from grade to grade and school to school by meeting with select staff members and collaborating with our feeder pattern and other middle schools that implement a similar program.		Amanda Mongillo	06/01/2020
<i>Notes:</i>				
10/22/18	Host parent/teacher grade level (curriculum) transition meetings.		Amanda Mongillo	06/01/2020
<i>Notes:</i>				
10/22/18	Provide open house hours to students and families to practice middle school schedule.		Amanda Mongillo	08/31/2020
<i>Notes:</i>				
10/22/18	Host specific content meetings for students to compare and prepare for the following year in that content area.		Amanda Mongillo	06/01/2021
<i>Notes:</i>				

Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The district has developed a district leadership team that supports schools through walk throughs, feedback for improvement, professional development, and coaching. In addition the support from the leadership team, the Curriculum and Instructional Support Services team provides walk throughs for each school with steps for improvement. CSW reports NCStar Coaching Comments	Full Implementation 10/09/2018		
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:		S.I.T., sub-committees, and the I.L.T. meet several times a month. The entire S.I.T meets once a month, I.L.T. (containing specific members of S.I.T.) meets once to twice a month, and specific committees within S.I.T. each meet once a month. This creates a total of five to seven meetings a month.	Limited Development 10/22/2018		
How it will look when fully met:		Teams will meet throughout the month to discuss a specific agenda. This will be logged through the agenda minutes.		Christopher LaVignette	06/07/2019
Actions			0 of 2 (0%)		
	10/22/18	Complete S.I.T. meetings		Christopher LaVignette	06/07/2019
		Notes: https://drive.google.com/open?id=1KAuNUhnBEUxXUzZyW-X-3tE-N3800_LOQM60EtsrQJI			
	10/22/18	complete I.L.T. Meetings		Christopher LaVignette	06/07/2019
		Notes: https://drive.google.com/open?id=1yKgaeagK6ePZcxUi--8lQonxgVljjSsVngoPBaaxGTE			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
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

<p>Initial Assessment:</p>	<p>At Pattillo, we have several systems in place so that there is a team structure, specific duties, and time for instructional planning.</p> <p>Each teacher functions under both their content team and their grade-level team. All BTs are also placed in a mentoring group. Each teacher is assigned a morning, lunch, and afternoon duty for each quarter. Teachers are allotted one block of planning a day (60+ minutes) and a 30-minute block during lunch.</p> <p>The desired outcome is incredibly clear through our schedule; both school-wide and duty-based. Teachers are able to have around 60 minutes of planning and 30 minutes of duty-free lunch. This can be proven through our schedules and in action. Measurable through the documentation within the handbook.</p> <p>Staff Handbook</p>	<p>Full Implementation 10/22/2018</p>		
-----------------------------------	--	---	--	--

Core Function: Dimension B - Leadership Capacity

Effective Practice: Monitoring instruction in school

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
Initial Assessment:	Bi-weekly assessment check-ins, submitting weekly lesson plans, conducting weekly walkthroughs, adherence to the NC DPI observation tool cycle and schedule, planning collaborative PLCs, data dives, etc, and beginning to use teacher coaching model from "Get Better Faster".		Limited Development 10/22/2018		
How it will look when fully met:	All teachers will meet with a coach to improve student achievement and receive weekly feedback from leadership team directly related to instruction and content. Coaching cycle will be in place for all content teachers with a log of goals and action steps. A calendar of principal and assistant principal showing that 50% time is spent in classrooms or working with teachers. Staff meetings are used as a model for instructional practices for all teachers to follow.			Lauren Lampron	06/08/2020
Actions			0 of 5 (0%)		
10/22/18	Ensure teachers are working towards a definable, individual action step.			Lauren	11/12/2018

			Lampron	
	<i>Notes:</i> Teachers should be able to articulate goal and have evidence of implementation.			
10/22/18	Create an alternating teacher walkthrough schedule for administration		Lauren Lampron	11/20/2018
	<i>Notes:</i> Feedback to teachers can be kept in a google doc, all docs kept in a folder and the folder linked as evidence.			
10/22/18	Complete teacher observation schedule.		Lauren Lampron	11/30/2018
	<i>Notes:</i> Upload spreadsheet			
10/22/18	The coach will meet weekly or biweekly with teacher to discuss goals.		Lauren Lampron	12/15/2018
	<i>Notes:</i> Will need to create a tracking system to show growth of this goal.			
10/22/18	Coaching flow chart and trackers for coaches and coached teachers.		Lauren Lampron	06/08/2019
	<i>Notes:</i> Plan needs to be solidified by leadership team how to document meeting and coaching sessions.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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:		Gathering of assessment data; benchmarks-both district and school, EOGs, NCFE. Bi-weekly check-ins have begun in order to gather data more frequently in between CFAs. Formal and informal observations are performed several times a week by both administration and peer teachers. Mentors also observe the beginning teachers at least once a week. MCL observes and gathers data from teachers in her coaching cycle. A guideline is provided through the Data Driven Instructional Calendar to align pacing.	Limited Development 10/22/2018		
How it will look when fully met:		Teachers are using and breaking down their data into multiple subsections in order to assess and inform direction in student learning. Evidence through data collection will illuminate student growth during the check-ins and CFAs/EOGs/NCFEs subsequently. Lesson plans and collected student work will reflect the alignment with the DDI Calendar. The data analysis will be shown through content meeting minutes.		Melissa Wilber	06/05/2020
Actions			0 of 4 (0%)		

10/22/18	Use benchmark data in data analysis cycle in order to address any changes that need to be made to the curriculum pacing and student knowledge.		Melissa Wilber	06/07/2019
<i>Notes:</i> Mastery Connect				
10/22/18	Complete Bi-weekly check-Ins to gather constant data on how students have progressed on certain standards in both ELA and Math.		Melissa Wilber	06/08/2019
<i>Notes:</i> Data available through schoolNet for Math and ELA every other Tuesday and Wednesday during homeroom.				
10/22/18	Complete CFAs		Melissa Wilber	06/08/2019
<i>Notes:</i> The assessment will be school created through MasteryConnect for ELA, Math, and 8th Grade science.				
10/22/18	Creation of DDI calendar		Melissa Wilber	06/05/2020
<i>Notes:</i> All math and ELA teachers have a copy and an electronic copy will be available at all times. Science and Social Studies to be implemented in 2019-2020				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:		W.A. Pattillo currently relies on administration and the district to find candidates for interviews. Additionally, they have a interview committee that assists in hiring new staff. Staff is rewarded for initiatives like home visits and student led conferences with optional work days and prizes. The district firing procedures are followed.	Limited Development 10/26/2018		
How it will look when fully met:		When this objective is fully met, there will be outlines criteria new staff must meet for hiring, as well as regular communication with the interview team regarding current interviews and hirings. Additionally, rewards for staff excellence will be specific, transparent, and consistent. Teachers will want to work at Pattillo due to our welcoming and caring environment, our drive to improve the lives of our students, and by how our staff works together.		Vena Holub	06/07/2019
Actions			0 of 3 (0%)		
10/26/18	Email update for the interview team.			Vena Holub	01/07/2019
<i>Notes:</i> This will review any upcoming hires or changes in hire/release policies.					
10/26/18	Create an official interview question set with rubric.			Vena Holub	01/07/2019
<i>Notes:</i> This will include questions as well as an area for the interviewer to take notes and score the candidate.					

10/26/18	Interview calendar		Vena Holub	12/15/2019
<i>Notes:</i> Updated and shared with interview committee.				

Core Function:	Dimension E - Families and Community			
-----------------------	---	--	--	--

Effective Practice:	Family Engagement			
----------------------------	--------------------------	--	--	--

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>		The current efforts include newsletters to parents, faculty - parent contact, home visits, report card pick-up, various open house evenings (science and music presentations), and are implementing student-led- conferences this year.	Limited Development 10/22/2018		
<i>How it will look when fully met:</i>		Evidence will be shown by the amount of participation in school-community functions, higher student scores, greater rates of attendance and lower rates of behavioral referrals. Also, there will be an increase in the amount of communication between faculty and parents through contact logs.		Vena Holub	06/01/2020
Actions			0 of 5 (0%)		
11/7/18		Starting a committee that creates events and information for how guardians can get involved in their child's education and how to aid them with instructional practices and curriculum.		Vena Holub	06/07/2019
<i>Notes:</i>					
10/22/18		Create parent/faculty contact log.		Vena Holub	06/08/2019
<i>Notes:</i> Contact log for academic or behavior issues.					
10/22/18		Home visits will be conducted to set goals and review curriculum with parents.		Vena Holub	06/01/2020
<i>Notes:</i> Home visit log					
10/22/18		Restarting PTO for parent/teacher support		Vena Holub	06/01/2020
<i>Notes:</i> Agenda Minutes					
10/22/18		Preparing and initiating student-led conferences.		Vena Holub	06/08/2020
<i>Notes:</i> SLC documentation logs and completed SLC preparation forms. https://drive.google.com/open?id=1JXwx7ZzekJT7z1fLPB4NEKQjiiyjXhwc https://drive.google.com/open?id=1uuPY8MxNqw_BvS2OgGtAcHgaOwDCHA2ddE0xS4_NHfc					