



2015-2016 Allenbrook Elementary School Improvement Plan

School Improvement Plan



2015-2016

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.



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Allenbrook Elementary School Contact Information			
School:	Allenbrook Elementary School	Courier Number:	308
Address:	1430 Allenbrook Drive	Phone Number:	980-343-6004
	Charlotte, NC 28208	Fax Number:	980-343-6115
Learning Community	Project L.I.F.T.	School Website:	http://schools.cms.k12.nc.us/allenbrookES/Pages/Default.aspx
Principal:	Katharine Bonasera		
Learning Community Superintendent:	Denise Watts		



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Allenbrook Elementary School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Katharine Bonasera	katharineb.bonasera@cms.k12.nc.us	8/26/15
Assistant Principal Representative	Xzaviar Bailey	Xzaviar.bailey@cms.k12.nc.us	8/26/15
PK-1 Teacher Representative	Savannah Hadwiger	Savannah1.hadwiger@cms.k12.nc.us	8/26/15
PK-1 Teacher Representative	Hannah Loyd	Hannah1.loyd@cms.k12.nc.us	8/26/15
PK-1 Teacher Representative	Nailah Gilmore	Nailahy.jones@cms.k12.nc.us	8/26/15
PK-1 Teacher Representative	Sonya Cornelius	Sonya1.cornelius@cms.k12.nc.us	8/26/15
2-3 Teacher Representative	Jessica Trahan	Jessicar.trahan@cms.k12.nc.us	8/26/15
2-3 Teacher Representative	Anna Katt	Annam.kinnard@cms.k12.nc.us	8/26/15
2-3 Teacher Representative	Ashley Robinson	Ashleys.robinson@cms.k12.nc.us	8/26/15
2-3 Teacher Representative	Amanda Mohler	Amanda.mohler@cms.k12.nc.us	8/26/15
4-5 Teacher Representative	Robin Agurkis	Robins.agurkis@cms.k12.nc.us	8/26/15
4-5 Teacher Representative	Katie Magee	Katie1.magee@cms.k12.nc.us	8/26/15
4-5 Teacher Representative	Christopher Moses	Christopher.moses@cms.k12.nc.us	8/26/15
Connect Teacher Representative	Darlene Canada Clark	Darlenec.clark@cms.k12.nc.us	8/26/15
EC/ESL/TD Representative	Elizabeth Melesh	Elizabethb.melesh@cms.k12.nc.us	8/26/15
Teacher Assistant Representative	Steven Randolph	Steven1.randolph@cms.k12.nc.us	8/26/15
Parent Representative	Ethel Wyche	Ethel1511@att.net	8/26/15
Student Supports Representative	Carla Gaymon	carlagaymon@gmail.com	8/26/15
Inst.Support Representative	Elizabeth Bertke	Elizabetha.bertke@cms.k12.nc.us	8/26/15



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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Allenbrook Elementary School is a strong learning community where lifelong learners develop and lead purposeful, successful lives that positively affect future generations.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Learning for All, Whatever It Takes



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Allenbrook Elementary Shared Beliefs

“Ignite. Innovate. Iterate” We will ignite a love of learning and build community through consistent, positive, and energetic interactions. We will innovate by using data to drive personalized instruction and valuing creativity in our students and staff. We will iterate by focusing on continuous improvement for children through mastery learning and adults through action oriented observation and feedback.

Allenbrook Elementary SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- To improve reading proficiency level by 15% from 36.6% to %51.6 on EOG exams at the end of 2015-2016.
- Provide master grading procedures by implementing all tasks set forth by the CMS Mastery Grading Procedures Plan.

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Allenbrook Elementary School											
Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTe	EDS	LEP	SWD	AIG
Participation Denominator	224	2	22	174	19	2	5	211	11	16	3
Participation Percent	100	0	0	99	0	0	0	100	0	0	0
Participation Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.
Proficiency Denominator	188	2	20	144	16	2	4	184	7	13	3
Proficiency Percent	27.1	0	0	26.4	0	0	0	27.2	0	0	0
Goal Percent	49.5	36.1	65.4	33.0	35.9	51.1	60.9	35.8	18.5	21.6	91.6
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.

Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTe	EDS	LEP	SWD	AIG
Participation Denominator	224	2	22	174	19	2	5	211	11	16	3
Participation Percent	100	0	0	99	0	0	0	100	0	0	0
Participation Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.
Proficiency Denominator	188	2	20	144	16	2	4	184	7	13	3
Proficiency Percent	56.4	0	0	53.5	0	0	0	56.0	0	0	0
Goal Percent	48.1	34.3	74.1	30.0	39.4	47.8	58.4	34.9	25.7	21.2	92.5
Proficiency Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.

Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTe	EDS	LEP	SWD	AIG
Participation Denominator	82	2	14	56	9	1	0	76	5	2	1
Participation Percent	99	0	0	98	0	0	0	99	0	0	0
Participation Status	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	~	Met	Insuf.	Insuf.	Insuf.

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Proficiency Denominator	65	2	13	42	7	1	0	64	3	1	1
Proficiency Percent	29.2	0	0	23.8	0	0	0	28.1	0	0	0
Goal Percent	57.0	45.9	73.5	39.3	45.6	58.7	0	43.8	24.8	28.5	93.7
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	~	Not Met	Insuf.	Insuf.	Insuf.

Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	LEP	SWD	AIG
Rate	97.4	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~

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Allenbrook Elementary Profile

Allenbrook Elementary is a small school nestled in a quiet neighborhood located in the western part of Mecklenburg County. The historical information for Allenbrook dates back to 1957. Allenbrook is part of the Project LIFT Learning Community. Allenbrook Elementary School is a Title I school that currently serves approximately 600 students in pre-kindergarten through fifth grade. Of these students 72.2% are African American, 12.7% are Latino/Hispanic, 8.2% are white, 10.4% are Asian, 7.3% American Indian and .3% Native Hawaii/Pacific. At Allenbrook, approximately 96% of students are considered economically disadvantaged, 8.2% are LEP, 8.9% are classified EC and .5% are academically gifted.

We have 2 pre-kindergarten, 4 kindergarten, 4 first grade, 5 second grade, 5 third grade, 4 fourth grade, and 5 fifth grade classrooms. Our average class size is 20. The school follows a traditional school calendar. Regular instruction for students begins at 7:45 and ends at 2:45PM. Allenbrook has a small group of students who walk to school; however, the majority of the students are bused in from a home school zone made up of nearby neighborhoods and apartment complexes.

Despite the challenges we face, we are committed to a learning environment that promotes high learning expectations, a nurturing environment, a collaborative culture, strong parental involvement and overall academic achievement in all subject areas in grades pre-kindergarten through five.

Allenbrook Elementary School became part of a district and non-profit partnership Project LIFT, in which all member schools are feeder schools to West Charlotte High School. The administrative team includes a principal and an assistant principal. In addition to our administrative team, we have five multi-classroom leaders working to coach, support, and develop the effectiveness of classroom teachers. We have numerous individuals on staff to support our pre-kindergarten through fifth grade students, including a school counselor, social worker, ESL teacher, TD teacher, two EC teachers, and a speech pathologist. Our behavior management technician helps support the behavior needs of our students across all grade levels. There are twenty-two classroom teachers on staff as well as four Reach Associates and two pre-kindergarten assistants. Our students engage in Connect special area classes daily. To support this we have a technology facilitator, art teacher, physical education teacher, and a music teacher. 100% of our staff members are highly qualified and dedicated to meeting the needs of our students.

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In the 2014-2015 school year teachers at Allenbrook worked in Professional Learning Communities to increase their effectiveness and support each other in meeting the needs of students. Data Driven Instruction serves as a foundation for this process. A variety of data sources are considered including EOG results, common assessments, Reading 3D, AMC Anywhere, and Discovery Education assessments. During the 2015-2016, we will utilize common assessments, Reading 3D, Discovery Education assessments, and EOG results. Teachers meet in PLCs to write SMART goals for their students based on past performance and diagnostic data. They, then, plan instruction to address these goals. Teachers regularly assess their students using formal and informal measures. This provides them with feedback to monitor and adjust their instruction based on student work. Dive deep data conversations take place 4 times a year, which allow for teachers to view the grade level as a whole and within classes. During these times, teachers analyze the most recent data from a common assessment and write up action plans to meet student needs. Data conversations continue to take place on a weekly basis during planning. In addition to the deep dive data meetings, teachers participate in 135 minute curriculum planning each week. During this time they discuss specific instructional strategies that can be used to meet learning objectives and work with MCLs to generate new ideas for instruction.

For students that need additional support to meet their academic and social needs our school counselor holds intervention team meetings twice a month. Through these meetings our team is able to plan, implement and monitor extra support for students. This may include services from our speech, EC or ESL teachers. Our MCLs and teachers provide input to help suggest additional classroom supports and our counselor provides input to suggest outside services that may be needed to support students and families. Additionally, the student support team offers suggestions to meet unique behavior and academic needs. Our pre-k teachers collaborate with our kindergarten staff to ensure that students with increased need transition smoothly from pre-kindergarten to kindergarten. Additionally, our counselor works closely with middle school staff to transition our fifth grade students. Through this process our students are able to get the support they need to meet their fullest potential.

This year teachers will continue their own professional development to impact student learning. Our professional development focus for the 2015-2016 school year includes No Nonsense Nurturer, utilizing data to drive instruction, Core Knowledge & Expeditionary Learning training, incorporating technology, and student engagement. Teachers will continue to receive professional development in the use of ongoing assessment tools such as Reading 3D to enhance their instruction. These professional development opportunities will assist classroom teachers in showing students how to transfer and apply knowledge while enhancing learning opportunities in all subject areas. Our 3 MCLs and 2 lead team members per grade are also instrumental in coaching and developing our teachers. They provide regular feedback, conduct learning walks and co-teach lessons. They utilize teacher-level data to target classrooms that need the most support and provide extra mentoring for beginning teachers.

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Our academic program is focused on preparing students to be successful in middle school, high school, and beyond. Literacy serves as the foundation of the academic program and every grade level has at least 120 minutes for literacy instruction per day. Teachers utilize a balanced literacy approach to meet the needs of students. They utilize leveled texts and online learning tools to provide instruction for their students in reading. During some of this time teachers have additional support from reach associates, EC teachers, ESL teachers and MCLs. Students have time for independent reading and writing during the Reader's and Writer's workshops. They self-select reading materials that will help them reach individual reading goals. Math instruction is focused on building conceptual understanding of basic math concepts. Teachers utilize Investigations and various resources including Engage NY and Discovery Education. Every grade level has at least 90 minutes for math instruction. Incorporated into this time is math workshop where students are ability grouped to practice skills they need based on data. Science and Social Studies are integrated into literacy curriculum. 4th and 5th grade students have 45 minutes of Science or Social Studies, as well as one lab, as aligned to the curriculum. Teachers work to integrate literacy across these content areas to continue to build a strong foundation of literacy in students.

At Allenbrook our staff works to create a positive and nurturing school environment. We hold quarterly awards assemblies to honor student academic progress. We hold weekly "Hive Huddles" focused on character development and promoting a love of reading. We have several programs for students to develop leadership qualities. Allenbrook News Network is our student run closed-circuit TV station. Students also have the opportunity to serve on Girls on the Run and Safety Patrol.

Parental support is an important part of our school. We maintain open communication with parents through regular newsletters, ConnectEd messages, conferences and events. Parents are encouraged to join our School Leadership team. We are working to relaunch our Parent Teacher Organization this year. Through these organizations they provide input on school policies, help plan events, volunteer and engage with the school community as a whole. In 2014-2015 we saw tremendous turnout for Back to School Night, Literacy and Math Night, school concerts, and the free book shopping event. These events will continue this year. In addition, school committees plan several other events throughout the year to increase parental involvement. In 2015-2016 we are planning a Science Expo, a Book-a-thon, and a Back to School carnival. These events get families into the school to learn about how they can best support the academic and social development of their children. We look forward to increasing opportunities for parents to engage in the learning process moving forward.

Community partners join with the school to help meet the academic and social needs of the students. We are currently working with one of the districts Community Partnerships & Family Engagement Coordinator to help us build partnerships and have a growing partnership with Durham Memorial Baptist Church. We also have a Community in Schools worker at the school who also helps with building community

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partners. In addition, we are also partnered with A Child's Place to help meet the needs of our students. Many teachers at Allenbrook take advantage of Donor's Choose to get some of the supplies they need for their classrooms. Of course, we cannot forget to include the businesses that have partnered with Project LIFT, which directly impacts our school. In 2015-2016 we will continue to develop these partnerships and expand our impact.

We are excited about the progress at Allenbrook Elementary School and the direction we are headed. Over the course of the next year our goal is to ensure that each and every student that walks through our doors is receiving an excellent education, focused on individual needs. It is important that we continue to grow our teachers through professional development and leadership opportunities. We look forward to strengthening our parental involvement and community partnerships to ensure we are addressing the social and emotional needs of our students. Though we face many challenges and our students are still behind their middle class peers academically, we are committed to overcoming the obstacles and closing the achievement gap. Every child deserves access to an education that will prepare them to accomplish any goal they set and be prepared to be productive citizens.

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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ol style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ol style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ol style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ol style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ol style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ol style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools

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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>		Provide a duty-free lunch period for every teacher on a daily basis.			
Strategic Plan Goal:		Goal 2: Recruit, develop, retain and reward a premier workforce Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service			
Strategic Plan Focus Area:		Teacher Retention; Customer Service			
Navigator Pathway:		<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
		<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:		Discipline reports, InSight Survey results			
Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / CMS)	Personnel Involved	Timeline (Start—End)
1. Lunch coverage will be provided by lunch monitor, administration, and ILT Team for supervision of students in PK-5.	Principal,- Bonasera, Assistant Principal- Bailey MCLs- Bertke, Roper, Potts	-Decrease number of student discipline referrals/OSS -Increase learning environment noted on InSight Survey		Admin	September- June

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2. Assigned Seating: Students will be assigned seats through a seating chart devised by the classroom teacher to minimize behavior issues and facilitate behavior management by lunch	Classroom Teachers	-Decrease number of student discipline referrals/OSS -Increase learning environment noted on InSight Survey.	N/A	Classroom Teachers	September-June
3. Master Schedule: The schedule for lunches has been arranged to manage the number of students in the cafeteria at any given time.	Principal,- Bonasera, Assistant Principal- Bailey ILT-Potts, Roper, Bertke, Leslie BMT-Oliphant Cafeteria Mgr- Hamilton	-Decrease number of student discipline referrals/OSS -Increase learning environment noted on InSight Survey.	N/A	Admin	September-June
4. School Behavior Matrix: Will be posted throughout the school and cafeteria to set clear behavioral expectations for students and incentives for positive behaviors.	SST (Oliphant, Medley, Curran) Admin Bonasera	Decrease number of student discipline referrals/OSS -Increase learning environment noted on InSight Survey.	N/A	SST (Oliphant, Medley, Curran) Lunch Monitor Admin	September-June



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.				
Strategic Plan Goal:	Goal 2. Recruit, develop, and retain a premier workforce. Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service				
Strategic Plan Focus Area:	Professional Development, Retention, Leadership, Communication				
Navigator Pathway:	<input checked="" type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7	
	<input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT	
Data Used:	InSight Survey, assessment data				
Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated)	Personnel Involved	Timeline (Start—End)
1.Master Schedule: Create allowing duty-free instructional planning for every teacher for 90 minutes once and 45 minutes four times a week.	Principal Bonasera Assistant Principal Bailey	-Increase learning environment noted on InSight Survey. -Increase in student achievement. Master Schedule, Team Minutes, Classroom Observations Minutes	N/A	Classroom Teachers Connect Teachers MCL's Admin	September-June

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<p>2. Provide class coverage: Connect team covers classroom teachers four times per week for 45 minutes. Connect team covers dismissal for times per week for 15 minutes.</p>	<p>Principal Bonasera Assistant Principal Bailey</p>	<p>-Increase learning environment noted on InSight Survey -Increase in student achievement. Master Schedule, Team Minutes, Classroom Observations Minutes</p>	<p>N/A</p>	<p>Classroom Teachers Connect Teachers MCL's Admin</p>	<p>September-June</p>
<p>3. Maximize learning effectiveness through training grade level chairs, Planning/Data meetings, establishing planning agendas, effective leadership strategies. Participate in curriculum "deep dives with MCL's.</p>	<p>Principal Bonasera Assistant Principal Bailey</p>	<p>-Increase learning environment noted on InSight Survey -Increase in student achievement. Team Norms and agendas, Admin Meetings, Observational Data</p>	<p>N/A</p>	<p>Classroom Teachers Connect Teachers MCL's Admin</p>	<p>September-June</p>
<p>4. Establish/utilize new means of communication: Buzz-online staff newsletter, emails in place of meetings, Google Docs-coaching, comments, collaboration.</p>	<p>Principal Bonasera Assistant Principal Bailey ILT-Potts, Roper, Bertke, Leslie</p>	<p>-Increase learning environment noted on InSight Survey -Increase in student achievement. Copies of weekly staff newsletters and Google Coaching document</p>	<p>N/A</p>	<p>Admin</p>	<p>September-June</p>



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.				
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service and cultural competence.				
Strategic Plan Focus Area:	Physical Safety, High Engagement, Cultural Competency, Social and Emotional Health.				
Navigator Pathway:	<input type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7	
	<input type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT	
Data Used:	InSight Survey, assessment data, suspension numbers				
Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimate d cost /	Personnel Involved	Timeline (Start—End)

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<p>1. Bully Liaison / Bully-prevention</p> <ul style="list-style-type: none"> • School leadership training; CMS district wide plan, provided with <i>Safety and Respect of AI</i>, BP manual, and provide with train-the-trainer materials • School Staff training: School leadership team will provide information to all teachers and support staff • Discipline/Behavior Committee: Encompasses character education and anti-bullying curriculum 	<p>Admin Bonasera, Counselor Medley BMT Oliphant</p>	<p>Increase in rewards for positive behavior Decrease in suspensions Higher attendance</p>	<p>N/A</p>	<p>Principal Bonasera Assistant Principal SST-Medley, Oliphant, Curran SLT Members Discipline/Behavior Committee</p>	<p>September-June</p>
<p>2. Character Education</p> <ul style="list-style-type: none"> • Guidance as part of Connect • Hive Huddle • School Store for incentives 	<p>Admin Bonasera Social Worker Curran Medley BMT Oliphant</p>	<p>Increase in rewards for positive behavior Decrease in suspensions Higher attendance</p>	<p>N/A</p>	<p>Connect Teacher SST BMT</p>	<p>September-June</p>

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<p>3. Healthy Active Child 30 min.</p> <ul style="list-style-type: none"> Implement moderate to rigorous 30 minute structured physical activity daily in all classrooms Implement 45-60 minutes per week with the certified PE Teacher PE Teachers will support classroom teachers by providing guidance and ideas on activities and athletic equipment 	<p>Admin Bonasera, PE Teacher, Lake</p>	<p>Increase in rewards for positive behavior</p> <p>Decrease in suspensions</p> <p>Increase attendance</p>	<p>N/A</p>	<p>Admin Bonasera, PE Teachers All teachers</p>	<p>September-June</p>
<p>4. School Health Team</p> <ul style="list-style-type: none"> Establish a school Health Advisory Committee-Action for Healthy Eating The committee will plan, implement and monitor the implementation of the health food plan The committee will meet monthly: nurse, cafeteria manager, parent, classroom teacher, administrator and social worker 	<p>Admin Bonasera, School Nurse Russell Cafeteria Manager Hamilton Social Worker Curran</p>	<p>Increase attendance</p> <p>Increase in positive behavior</p> <p>Increase in engagement and achievement</p> <p>Decrease in suspensions</p>	<p>N/A</p>	<p>Admin Bonasera, School Nurse Satterfield Cafeteria Manager Hamilton Social Worker Curran</p>	<p>September-June</p>



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Mastery Grading Procedures Plan – Required for All Schools				
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.			
Strategic Plan Focus:	Academic growth/high academic achievement			
Navigator Pathway:	<input checked="" type="checkbox"/> Enter Kindergarten ready	<input type="checkbox"/> Advanced Reading in K-2	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 3	<input checked="" type="checkbox"/> At/Above Grade Level in Reading/Writing Grade 7
	<input checked="" type="checkbox"/> At/Above Grade Level in Math Grades 3-5	<input type="checkbox"/> Successful completion of Math I in grade 9	<input type="checkbox"/> Take and pass at least 1 AP/IB/Post-Secondary class & exam	<input type="checkbox"/> Score 1550 on SAT or 22 on ACT
Data Used:	Formative assessment data, report card data			

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
1. Common assessments <ul style="list-style-type: none"> • Pre and Post assessments created using School Net or other; aligned with objective given every six weeks 	MCL's Potter, Roper and Bertke	Student achievement growth on assessed objectives	N/A	Teachers EC Teachers MCL's Potter, Roper and Bertke Admin	September-May

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<p>2. Data disaggregation</p> <ul style="list-style-type: none"> • Process of monitoring student achievement by objective in order to facilitate remediation/intervention plans (i.e. RTI) 	<p>MCL's Potter, Roper and Bertke</p> <p>Admin Bonasera</p>	<p>Decrease in Intervention Team referrals</p>	<p>N/A</p>	<p>MCL's Potter, Roper and Bertke</p> <p>Admin Bonasera</p>	<p>September- May</p>
<p>3. Flexible grouping</p> <ul style="list-style-type: none"> • Students will be grouped according to academic need by objective 	<p>MCL's Potter, Roper and Bertke</p> <p>Admin Bonasera</p>	<p>Student achievement growth</p>	<p>N/A</p>	<p>MCL's Potter, Roper and Bertke</p> <p>Admin Bonasera</p>	<p>September- May</p>
<p>4. Late and make-up work</p> <ul style="list-style-type: none"> • Students will be re-taught and reassessed with a goal of 84% mastery 	<p>MCL's Potter, Roper and Bertke</p> <p>Admin Bonasera</p>	<p>Student achievement growth</p>	<p>N/A</p>	<p>MCL's Potter, Roper and Bertke</p> <p>Admin Bonasera All teachers</p>	<p>September- May</p>

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<p>5. Late and make-up work</p> <ul style="list-style-type: none"> School expectations for holding students accountable for completing assignments 	<p>MCL's Potter, Roper and Bertke</p> <p>Admin Bonasera</p>	<p>Students will be held accountable for their learning</p> <p>Increase in completion rate of assignments</p>	<p>N/A</p>	<p>Teachers EC Teachers</p> <p>Facilitators</p>	<p>September-May</p>
<p>6. Grade Reporting:</p> <ul style="list-style-type: none"> Set expectations for the timeliness of recording grades in PowerSchool <p>(initial grades and final grades after retest where applicable)</p>	<p>Admin and Lead Teachers</p> <p>MCL's Potter, Roper and Bertke</p>	<p>Increase of parental involvement</p>	<p>N/A</p>	<p>Teachers EC Teachers</p> <p>Admin and Facilitators</p>	<p>September-May</p>
<p>7. Grading Scale</p> <ul style="list-style-type: none"> Use 10 point grading scale to determine final grades 	<p>MCL's Potter, Roper and Bertke</p> <p>Admin Bonasera</p>	<p>Increase in students receiving As, Bs, Cs, and Ds</p> <p>Increase in alignment between grades, common interim assessments and EOG proficiency</p>	<p>N/A</p>	<p>Teachers EC Teachers</p> <p>MCL's Potter, Roper and Bertke</p> <p>Admin</p>	<p>August-May</p>



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Allenbrook Elementary School 600 Waiver Requests

Request for Waiver
<p>1. Insert the waivers you are requesting</p> <ul style="list-style-type: none">• <i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]</i>
<p>2. Please identify the law, regulation or policy from which you are seeking an exemption.</p> <ul style="list-style-type: none">• <i>115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]</i>
<p>3. Please state how the waiver will be used.</p> <ul style="list-style-type: none">• <i>Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.</i>
<p>4. Please state how the waiver will promote achievement of performance goals.</p> <ul style="list-style-type: none">• <i>This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.</i>



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90-DAY ACTION PLAN

District:	Project L.I.F.T.
School:	Allenbrook Elementary
Principal:	Katharine Bonasera

The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school’s turnaround initiative.

PURPOSE OF THE TURNAROUND INITIATIVE: Articulate in a few sentences what you hope to achieve by participating in the turnaround initiative.

<p><u>SCHOOL WIDE VISION or MISSION</u> LEARNING FOR ALL...WHATEVER IT TAKES!</p> <p><u>SCHOOL WIDE CORE VALUES</u> IGNITE: We are “all in”. An opportunity for learning and growth is never wasted. We make the most of every minute of every day. INNOVATE: We are creative when what we are doing isn’t achieving the desired results. We work together to create solutions that can move us toward accomplishing our goals. ITERATE: We are committed to continuous improvement. We persevere in the face of challenges and seek out feedback that will help us grow.</p>

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GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)

	Goals	2014-15 RESULTS	2015-16 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
1	The Allenbrook Elementary community will create a school climate and culture rooted in mutual trust, high levels of professionalism, and consistency across the school in order to make our mission of Learning for All...Whatever it Takes a reality for all students.	<ul style="list-style-type: none"> • Learning Environment Index: 4.9 <ul style="list-style-type: none"> ◦ Teachers respond favorably (agree/strongly agree) to the questions below: <ul style="list-style-type: none"> ▪ My school is a good place to teach and learn. (32%) ▪ School leaders promote a safe and productive learning environment in my school. (32%) ▪ Across my school, there are consistent expectations and consequences for student behavior. (20%) ▪ School leaders consistently support me in addressing student misbehavior when I have exhausted classroom consequences. (24%) ▪ Teachers and leaders at my school immediately address student misbehavior in 	<ul style="list-style-type: none"> • Achieve 6.5 Index on Learning Environment of InSight Survey (up from 4.9) <ul style="list-style-type: none"> ◦ Teachers respond favorably (75% agree/strongly agree) to the questions below: <ul style="list-style-type: none"> ▪ My school is a good place to teach and learn. ▪ School leaders promote a safe and productive learning environment in my school. ▪ Across my school, there are consistent expectations and consequences for student behavior. ▪ School leaders consistently support me in addressing student misbehavior when I have exhausted classroom consequences. ▪ Teachers and leaders at my school immediately address 	TNTP Insight Survey December 2015 Administration Student Engagement Rubric OSS Report

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		<p style="text-align: center;">shared spaces like hallways and the lunch room. (24%)</p> <ul style="list-style-type: none"> • % of Students Assigned OSS - 8.8% • OSS Days (51 days - 8.7%) • Staff Retention (40%) • Quarter 1 Student Engagement Rubric 	<p style="text-align: center;">student misbehavior in shared spaces like hallways and the lunch room.</p> <ul style="list-style-type: none"> • Decrease % of students assigned OSS from 8.8% to 4% • Decrease # of days of OSS assigned by 50% • Staff Retention - 100% of Highly Effective Teachers • Student Engagement Rubric Score - • 100% of Recurring Subs will be offered the opportunity to take NNN online • Sub Folders will have basic NNN routines outlined in them • 100% of classrooms achieve “on task” student engagement rubric rating and 80% of classrooms achieve “active participation” rubric rating 	
2	<p>The Allenbrook Elementary community will create a school climate and culture that supports and ensures high levels of attendance for both students</p>	<ul style="list-style-type: none"> • Average student attendance-19% • Chronic student absences (10+ more absences) • Student tardies • Staff attendance 	<ul style="list-style-type: none"> • To reduce average student attendance to less than 10% • Reduce chronic student absences • Reduce Student tardiness • Reduce Student early releases <p>Staff members on average miss no more than 8 days (2 days per quarter)</p>	Attendance Report

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	and staff in order to make our mission of Learning for All...Whatever it Takes a reality for students			
3	The Allenbrook Elementary community will build a strong family and student partnership through consistent communication, scholar involvement, and an open door policy. We will create a culture of awareness, participation, and commitment between families, school, and students.	<ul style="list-style-type: none"> • 100% of parents received a newsletter from the school weekly. • Allenbrook held a school open house at various times • Pre-K and the SST team did home visits <p>There was not a PTA at Allenbrook during the 2014-2015 school year</p>	<ul style="list-style-type: none"> • 100% of parents will receive communication from the school weekly • 100% of teachers maintain a parent communication log • 100% of students receive at least 1 positive call home per quarter • 100% of tier 3 (behavior or academic) students receive a home visit with teacher and SST member at least 2 times per year • 100% of non-teaching school staff will participate in KWLM case management • 100% Family phone numbers are current every quarter <p>80% of families participate in the school 4 times per year</p>	<p>Teacher communication logs</p> <p>Sign in Sheets from schoolwide events</p>
4	The Allenbrook Elementary	<ul style="list-style-type: none"> • TRC <ul style="list-style-type: none"> • K 85% (12-3-45-40) 	<ul style="list-style-type: none"> • Increase reading proficiency percentage in TRC assessment 	2015-2016 EOG results

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<p>community will create an academic culture that supports and ensures high levels of a proficiency for all stakeholders in order to make our mission of Learning for All...Whatever it Takes a reality for students.</p>	<ul style="list-style-type: none"> • 1 17% (67-16-13-4) • 2 48% (49-3-32-16) • 3 53% (36-11-35-18) • Dibels <ul style="list-style-type: none"> • K 71% • 1 32% • 2 62% • 3 33% • EOG Proficiency <ul style="list-style-type: none"> • 3 - • 4 - • 5 - • Did not meet expected growth • ___%of grade levels established/lead effective Grade Level PLCs (use Quarter 1 data as baseline) • ___% of classrooms implement effective core literacy practices (use Quarter 1 data as a baseline) 	<ul style="list-style-type: none"> • K 85% (5-10-25-60) • 1 88% (6-6-33-55) • 2 50% (25-25-30-20) • 3 70% (12-18-40-30) • Increase reading proficiency in Dibels assessment <ul style="list-style-type: none"> • K 85% • 1 94% • 2 65% • 3 77% • Increase Reading EOG Proficiency <ul style="list-style-type: none"> • 3 - 50% GLP, 30% CCR • 4 - 55% GLP, 45% CCR • 5 - 70% GLP, 40% CCR • Exceed expected growth in all grade levels • 100% of Grade levels will establish/lead effective Grade Level PLCs • 90% of classrooms implement effective core literacy practices as indicated on the TNTP literacy walk through form 	<p>for 3,4,5 grade</p> <p>EOY Dibels and TRC data</p> <p>TNTP rubric</p>
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Principal Commitment: My signature indicates that this plan provides focus and urgency to move the turnaround initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals,



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addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

Principal Signature

Date

Shepherd Commitment: My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

District Shepherd Signature

Date

90-Day Action Plan – Priority #1

Turnaround Initiative Focus Area (Big Rock): School Climate and Culture	
<p>School’s Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> Staff members need to develop strong professional connections that are grounded in mutual trust and accountability. We need to work together to develop and implement consistent student culture practices throughout the building. We need to establish systems for monitoring progress, holding each other accountable and pushing each other to continuously increase our effectiveness.</p>	<p>School Leader Responsible: Michael Roper Carolyn Potts</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> If we are successful in this area, student behavior incidents will decrease, staff members will feel more supported in the work they are doing in their classrooms and student engagement levels will increase significantly in classrooms.</p>	
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you</i></p>	

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have to support this hypothesis?)

With the majority of staff new to the school and Project LIFT, teachers lack the knowledge and skill in consistently implementing the No Nonsense Nurturing approach. Furthermore, teachers are developing new relationships with one another and establishing PLCs grounded in trust. Additionally, coaches continue to develop the effectiveness of their coaching practices. Administrators are working toward strategic staff culture initiatives that build community and trust across the school.

ACTIONS

Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Train all teachers, staff, and coaches in NNN (8/17/2015) Some staff will participate in 1.0 and others will participate in 2.0	CTTT RTTCs	8/17/2015	CTTT LIFT Stipends
Train coaches in Real Time Teacher Coaching for Management	CTTT	ongoing	CTTT Coaching protocols Tracking tool
Standardize behavior hierarchy and incentives across all classrooms	Culture Planning Team	8/21/2015	Behavior hierarchy posters
Standardize minute by minute routines/procedures across the school; provide opportunities for customization at the grade & classroom level	MCLs	8/21/2015	Culture plan (google drive)
Real Time Teacher Coaches for Management coach teachers using CTTT protocols at least 4 times per week	RTTC	ongoing	CTTT Tracking tool
Teachers engage in RTTC-M using CTTT protocols for at least 4 cycles	RTTC	ongoing	CTTT Tracking Tool
Develop a plan to provide targeted feedback to non-instructional staff in implementation of NNN	Xzaviar Katharine	11/1/2015	Tracking Tool
Implement the Behavior Plus system for identifying Tier 2 and Tier 3 behaviors 1. Teachers complete the internal/external survey for all students by 9/30/2015 2. Cross reference the survey with referral and OSS data to identify students most in need (2 times quarterly)	Xzaviar Oliphant	ongoing	Internal/External data sheet OSS/Referral Data

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Make recommendation for tier 2 referral to the classroom teacher (2 times quarterly)			
Identify and communicate plan for supporting teachers to address the needs of students exhibiting Tier 2 behavior challenges (KWLMs)	Oliphant	9/30/2015	PD plan
Identify and communicate plan for supporting teachers to address the needs of students exhibiting Tier 3 behavior challenges (Outliers)	Oliphant	9/30/2015	PD plan
Publicly post identified school culture data in visible areas	Culture Planning Team	ongoing	Bulletin Board
Develop and execute staff culture tracker that includes opportunities for team building, peer recognition, and celebration of staff.	Katharine Claudette	ongoing	Google drive tracker
Calendar regular opportunities for reflection and problem solving	Katharine	8/24/2015 ongoing	Master Calendar
Develop an on-boarding process for new staff that includes orientation to systems and operations, business chemistry, PLC culture building/plan, RTTC, instructional coaching, etc.	Xzaviar	9/30/2015	Google drive Onboarding website
Establish PLC structure at each grade level that ignites, innovates, iterates and meets cultural proficiency	MCLs Lead Teachers	ongoing	PLC agendas
Develop systems for accountability for teachers and leaders	Culture Planning Team	ongoing	Meeting agendas
Develop systems for class coverage that keeps coaches from covering (Substitutes, RAs, Dispersal)	MCL's	8/24/2015	Sub folders
Teach and reinforce Core Values (ignite, innovate, iterate) through Hive Huddles, morning letters, character education lessons, etc.	Culture Planning Team	ongoing	Culture documents (Google Drive)

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/25/2015	Mid Quarter Data Collection <ul style="list-style-type: none"> - Referrals, OSS, Hierarchy Tracking - CCE, RTTC, Student Engagement Rubric 	Adjust PD schedule Change coaching priorities Adjust staff/student culture trackers
10/23/2015	End of Quarter Data Collection	Adjust PD schedule



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	<ul style="list-style-type: none"> - Referrals, OSS, Hierarchy Tracking - CCE, RTTC, Student Engagement Rubric 	Change coaching priorities Adjust staff/student culture trackers
11/27/2015	Mid Quarter Data Collection <ul style="list-style-type: none"> - Referrals, OSS, Hierarchy Tracking - CCE, RTTC, Student Engagement Rubric 	Adjust PD schedule Change coaching priorities Adjust staff/student culture trackers
01/22/2016	End of Quarter Data Collection <ul style="list-style-type: none"> - Referrals, OSS, Hierarchy Tracking - CCE, RTTC, Student Engagement Rubric 	Adjust PD schedule Change coaching priorities Adjust staff/student culture trackers



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90-Day Action Plan – Priority #2

Turnaround Initiative Focus Area (Big Rock): Student and Staff Attendance			
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> The staff at Allenbrook will develop meaningful relationships that motivate commitment to and ownership of the work being done. This can be demonstrated with higher levels of staff attendance. Staff must commit to informational gathering and action steps agreed upon to support student attendance.</p>			<p>School Leader Responsible: Diane Curran Xzaviar Bailey</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> We will know that we are successful at addressing this need by the increase in student and staff attendance.</p>			
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> The root causes for low staff attendance was low morale and ineffective time management. This is evidenced by the North Carolina Teacher Working Conditions Survey as well as the 2015 spring Insight Survey. Student attendance is a more complex in that it can be caused by a number of factors; parent work schedules, prolonged and/or frequent illness, disengagement, suspensions, and a host of other factors. Students attendance reports and informal data collected by our social worker, CIS site coordinator, BMT, and teachers.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Create a binder to track tardies and early releases by teacher/student	Diane	8/31/2015	Binder Attendance data
Parent Follow-Up when students are absent 2+ days in a month or 2 consecutive days.	Teachers	On the second absence	Contact Log
Build a relationship with guardians to build an understanding of the	Teacher	As needed	Contact Log



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obstacle pertaining to the student's absences, tardies, or early releases.	CIS Diane Curran		
Incentives for 100% monthly attendance for students	Diane Curran	Monthly	Donations
Incentives for 100% monthly attendance for staff	Katharine	Monthly	Gift Cards
Implement parent contact log (electronic or paper)	Teachers	8/31/2015	Contact Log
Maintain correct parent contact information.	Teachers Mrs. A/Mrs. Franz	Quarterly	Blue Cards/Power School
Create a parent information handout that contains information pertaining to attendance issues and a "what to do if" protocol	Diane Curran	by first day of school	Information for Handout
Identify students who have frequent tardies, early releases, or absences and create a incentive chart for them	Diane Curran	daily tracking	Power School reports
Students with more than 10+ absences will be put through truancy court	Diane Curran	as needed	Truancy Court support
Create and implement clear and consistent polices/practices for staff reporting of absences	Bonasera	8/24/2015	Staff Handbook
ILT (MCLs and Tech Facilitator) manage the staff absence policies/practices (notification of absence, substitutes, sub plans, class coverage by RA, etc.).	ILT	ongoing	What to do if.. documents
Monitor staff attendance at the end of each quarter and follow up with staff members who are on track and off track to meet the goal	Bonasera	quarterly	SmartFind report
Celebrate student and staff attendance at quarterly Whole School Hive Huddle	Curran Bonasera	quarterly	Certificates/Rewards

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/25/2015	Mid Quarter Data Collection <ul style="list-style-type: none"> - Student Attendance - Staff Attendance 	Change/add incentives Form small groups Staff support
10/23/2015	End of Quarter Data Collection	Change/add incentives



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	<ul style="list-style-type: none"> - Student Attendance - Staff Attendance 	Form small groups Staff support
11/27/2015	Mid Quarter Data Collection <ul style="list-style-type: none"> - Student Attendance - Staff Attendance 	Change/add incentives Form small groups Staff support
01/22/2016	End of Quarter Data Collection <ul style="list-style-type: none"> - Student Attendance - Staff Attendance 	Change/add incentives Form small groups Staff support



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90-Day Action Plan – Priority #3

Turnaround Initiative Focus Area (Big Rock) - (If applicable): Family and Scholar Engagement			
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> The Allenbrook staff needs to execute with fidelity our weekly communication systems. Teachers and support staff must buy into the need to communicate consistently and productively with parents and students. The Allenbrook staff must be ready and willing to accept parent and family involvement and listen to feedback and ideas.</p>			<p>School Leader Responsible: Elizabeth Bertke</p>
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> Allenbrook families will become more engaged in their students learning and overall development. Parent engagement and participation will increase.</p>			
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> The root cause of family and student disengagement begins with a lack of positive interactions with systems. We must communicate consistently and in the optimal way it can be received. Additionally, staff needs to understand the various forms of parental engagement and work to engage families in a way that matches their cultural definition of what it means to be engaged. There is a disconnect between what staff feels engagement looks/sounds like and what parents feel. This is evidenced by the parent survey conducted by the summer intern.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Staff will communicate with 100% of Allenbrook families through ConnectEd call to promote Open House	Admin/SST	8/14/15	ConnectEd login
All staff will be given a list of students to call prior to the 1st day of school.	Admin/MCLs	Before 8/20/15	Rosters
Teachers will send home a <i>phone numbers/information</i> card at the	Teachers	Quarterly	Blue cards



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beginning of every quarter to ensure we have the most updated information Teachers will update the office with any changes.	MCLs support		
All teachers will keep track of families who attend school events. Parents who attend 4 events will be entered into a raffle, they can be entered for every 4 events they attend.	Teachers/MCLs support	9/30/2015	Sign-In Sheets Tracking Document
One staff blog dedicated to parent communication and home visit training.	Admin	October 30	Blog/web resources
There will be a dedicated parent volunteer advocate	T. Leslie Gaymon	Sep. 30th	None needed
PTA parent recruitment and cultivation <ul style="list-style-type: none"> • blanket statement on every newsletter about recruitment • Updated PTA tab on the webpage • Visual in the office and on the building front windows Bulletin board somewhere in the building	Xzaviar	December 18	Newsletters
Allenbrook Staff will communicate with families weekly through newsletters, student agendas, Thursday folders, and webpages.	Teachers, Admin, MCL's, T.Leslie	ongoing	Newsletters
Every time a parent is contacted by the teacher a log of the communication will be kept electronically or written.	Teachers	ongoing	Contact Log
Communication log will reflect one positive phone call per quarter for each student	Teachers	ongoing	Contact Log

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
10/23/2015	End of Quarter Data Collection <ul style="list-style-type: none"> - Parent participation data - Phone call logs 	Additional staff PD Adjust monitoring tools Target families we want/need to reach
01/22/2016	End of Quarter Data Collection <ul style="list-style-type: none"> - Parent participation data 	Additional staff PD Adjust monitoring tools



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	- Phone call logs	Target families we want/need to reach
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90-Day Action Plan – Priority #4

Turnaround Initiative Focus Area (Big Rock) - (If applicable): Academic Culture			
<p>School's Priority: <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i> In order to achieve our goals of improving academic outcomes for students, we must address the literacy gap that our students face. We need to address the alignment of our core instructional program to the level of rigor of the common core standards/end of grade expectations. Additionally, we need to address the significant gaps students face in understanding reading foundations to prepare them to access complex texts.</p>	<p>School Leader Responsible: Carolyn Potts Michael Roper Elizabeth Bertke</p>		
<p>Desired Outcome: <i>(What will be different if you are successful in addressing this priority?)</i> If we are successful, more of our students will leave Allenbrook prepared for a rigorous middle school experience. They will be reading on grade level and able to apply their literacy gaps to be effective problem solvers in the world.</p>			
<p>Root Cause(s) to Address Hypothesis of Priority: <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> In the past, teachers have lacked the resources, knowledge and skills to execute a strong core reading curriculum. While they were trained in the common core, they did not have all the tools needed deliver aligned instruction. Professional development did not consistently target the shifts required of the common core and teachers had misunderstandings about the type of instruction needed to prepare students to meet the standards. From the student perspective, students come to school with significant knowledge and skill gaps. Many have not had access to early childhood education and have not had exposure to the major topics/themes end of grade assessments assume they have basic understanding of. Supporting this hypothesis is end of grade test scores, including Reading 3D. Additionally, we can look at the TNTP visit from last year that unveiled the gaps in our literacy program.</p>			
ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Lead Effective Instructional Planning Meetings by following protocols that prioritize content, pedagogy, and practice.	MCLs/ LEADs	Weekly	Planning protocols



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Lead Weekly Data Meeting by following protocols that prioritize data, backwards planning, and interventions.	MCLs/ LEADS	Weekly (starting September)	Data protocols Data meeting training
Train team members on planning protocols through a gradual release model.	MCLS	Aug 24 - Sept 8	Planning protocols
Lead/ MCLs of each grade level team will be observed/ receive feedback on implementation of PLC protocols through coaching and video observations.	Administration	Starting Sept 8	Feedback tracker
Develop/ create team norms for PLC and set goals to ensure high levels of proficiency for all key stakeholders.	MCLs	Sept 8	Planning minutes
Develop/ create team protocols to ensure testing fidelity.	MCLS	by Sept 30th	Sample protocols
Develop/ create a school wide data tracking system that houses schoolwide assessments.	Data Driven Instruction Working Group	by Sept 14th	Sample data trackers
Ensure that all staff members participate in the observation and feedback cycle participating in the observation/ feedback process ¾ times a month and by tracking teacher progress on an observation tracker and updating by 9am Sunday.	MCLs	by Sep 30th	Feedback tracker
Support MCLs on implementation of Observation and feedback cycle through weekly MCL meetings, Monthly ILT meetings, and video observations.	Admin Team	starting Sep 8th	Leverage Leadership PD
Create an ongoing document of literacy based action steps that aligns to the LIFT literacy framework and CK/EL curriculum.	MCL/ILT Team	Starting Oct 5th	TNTP
Address rigor/instruction through PLC meetings in first 6-8 weeks.	MCLs	Weekly Starting Sept 8th	Planning Agendas
Develop PD cycles for teachers grounded in student engagement rubric and baseline data for 6 week periods.	ILT	Monthly starting Oct 5th	Walk Through Rubric Rookie Teacher Scope/Sequence



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Develop/ execute systems of accountability to ensure that teachers and MCLs implement the action step that is given.	Principal/ Vice Principal	by Aug 31	Calendar Tracking Tool
Participate in action/analysis meeting process following each interim benchmark.	MCLs	4x's a year	DDI Training
Teachers will create small group and intervention plans based on weekly data meetings/ action analysis meetings.	MCLs/ Leads	Weekly starting Oct	Bank of Intervention Supports Action Planning Template

PROGRESS INDICATORS

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
9/25/2015	Mid Quarter Data Collection - TNTP Rubric Ratings - Observation Feedback Tracker - Interim Assessment Data - Discovery Education Assessment Data - Reading 3D Data	Adjust PD schedule Change coaching priorities Adjust planning protocols Adjust students identified for small group instruction Adjust Reach Associate Schedules
10/23/2015	Mid Quarter Data Collection - TNTP Rubric Ratings - Observation Feedback Tracker - Interim Assessment Data - Discovery Education Assessment Data - Reading 3D Data	Adjust PD schedule Change coaching priorities Adjust planning protocols Adjust students identified for small group instruction Adjust Reach Associate Schedules
11/27/2015	Mid Quarter Data Collection - TNTP Rubric Ratings - Observation Feedback Tracker - Interim Assessment Data - Discovery Education Assessment Data - Reading 3D Data	Adjust PD schedule Change coaching priorities Adjust planning protocols Adjust students identified for small group instruction Adjust Reach Associate Schedules
01/22/2016	Mid Quarter Data Collection - TNTP Rubric Ratings	Adjust PD schedule Change coaching priorities



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	<ul style="list-style-type: none">- Observation Feedback Tracker- Interim Assessment Data- Discovery Education Assessment Data- Reading 3D Data	Adjust planning protocols Adjust students identified for small group instruction Adjust Reach Associate Schedules
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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Katharine Bonasera		
Assistant Principal Representative	Xzaviar Bailey		
PK-1 Teacher Representative	Savannah Hadwiger		
PK-1 Teacher Representative	Loyd		
PK-1 Teacher Representative	Nailah Gilmore		
PK-1 Teacher Representative	Sonya Cornelius		
2-3 Teacher Representative	Jessica Trahan		
2-3 Teacher Representative	Anna Katt		
2-3 Teacher Representative	Ashley Robinson		
2-3 Teacher Representative	Amanda Mohler		
4-5 Teacher Representative	Robin Agurkis		
4-5 Teacher Representative	Katie Magee		
4-5 Teacher Representative	Christopher Moses		
Connect Teacher Representative	Darlene Canada Clark		
EC/ESL/TD Representative	Elizabeth Melesh		
Teacher Assistant Representative	Steven Randolph		
Parent Representative	Ethel Wyche		
Student Supports Representative	Carla Gaymon		



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Inst. Support Representative	Elizabeth Bertke		



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Quarter 2 Review				
Committee Position		Name	Signature	Date
Principal		Katharine Bonasera		
Assistant Principal Representative				
Teacher Representative				
Inst. Support Representative				
Teacher Assistant Representative				
Parent Representative				
Parent Representative				
Parent Representative				
Parent Representative				
Parent Representative				



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Quarter 3 Review				
Committee Position		Name	Signature	Date
Principal		Katharine Bonasera		
Assistant Principal Representative				
Teacher Representative				
Inst. Support Representative				
Teacher Assistant Representative				
Parent Representative				
Parent Representative				
Parent Representative				
Parent Representative				
Parent Representative				



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Quarter 4 Review			
Committee Position	Name	Signature	Date
Principal	Katharine Bonasera		
Assistant Principal Representative			
Teacher Representative			
Inst. Support Representative			
Teacher Assistant Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			