Self-Evaluation Form



2014-2015

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| Allenbrook Elementary Contact Information | | | |
| School: | Allenbrook Elementary | Courier Number: | 308 |
| Address: | 1430 Allenbrook Drive | Phone Number: | 980-343-6004 |
| Charlotte, NC 28208 | Fax Number: | 980-343-6115 |
| Learning Community: | Project LIFT | School Website: | [http://schools.cms.k12.nc.us/allenbrookES/Pages/Default.aspx](http://schools.cms.k12.nc.us/allenbrookes/pages/default.aspx) |
| Principal: | | Katharine Bonasera | |
| Learning Community Superintendent: | | Denise Watts | |

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| Male | Female | Male | Female |
| Total Students Enrolled: (602) | | 311 | 291 | 52 | 48 |
| Race | Non-Hispanic (539) | 276 | 263 | 45.8 | 43.7 |
| Hispanic (63) | 35 | 28 | 5.8 | 4.7 |
| Ethnicity | African American | 227 | 237 | 37.7 | 39.4 |
| American Indian | 17 | 17 | 2.8 | 2.8 |
| Asian | 34 | 20 | 5.6 | 3.3 |
| More Than One | 10 | 2 | 1.7 | 0.3 |
| Pacific Islander | 2 | 2 | 0.3 | 0.3 |
| White | 23 | 13 | 3.8 | 2.2 |
| Exceptionality | General Education Students: | 281 | 270 | 46.7 | 44.9 |
| Exceptional Children Students: | 28 | 18 | 4.7 | 3.0 |
| Academically Intellectually Gifted Students | 2 | 3 | 0.3 | 0.5 |
| Limited English Proficient Students: |  |  |  |  |
| McKinney Vento | | 22 | 32 | 3.7 | 5.3 |
| 504 Plans | | 6 | 5 | 1.0 | 0.8 |
| Suspensions: | | 13 | 12 | 4.2 | 4.1 |
| Retentions: | | 0 | 3 | 0 | 0.6 |

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| What is distinctive about your school? |
| Allenbrook Elementary School is a strong learning community where lifelong learners develop and lead purposeful, successful lives that positively affect future generations.  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. We have 2 pre-kindergarten, 4 kindergarten, 4 first grade, 4 second grade, 3 third grade, 3 fourth grade, and 2 fifth grade classrooms. Our average class size is 25. The school follows a traditional school calendar. 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 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. |

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| How effective is your school? |
| The Instructional Leadership Team (principal, assistant principal, and MCLs) have seized the challenge of leading the school in making rapid and dramatic improvements to teaching and learning with clarity and informed experience. Wise decisions in staffing and scheduling support the school’s capacity to improve. The increased use of data, data driven instruction, formal observation and feedback cycle with all teachers and teacher leaders, and implementation of ongoing, purposeful professional development are bringing purpose, structure and much needed support to teachers in knowing how to maximize student achievement. The school environment supports learning and teachers welcome the opportunity to teach in an atmosphere where distractions have decreased. Children like their school and want to learn. The school is reaching out more deliberately to parents through a variety of means and there are early signs of success in reaching more families to enlist them in supporting their child’s learning. However, engagement of parents and the community in fostering the school’s improvements is still in need of improvement.   * Increase proficiency in Literacy, Math, and Science * Improve quality of instruction and student learning through Observation and Feedback * Increase teacher effectiveness by providing on-going, strategic professional development * Increase parental and community involvement to positively impact student achievement |
| What are your school’s notable strengths? |
| * Positive school climate/culture * Safe and orderly learning environment * Teachers are dedicated and feel a strong sense of commitment to our school, students, and the community * Improvements to the consistency of expectations and consequences regarding student behavior * have increased the capacity for more effective teaching and learning. * School is utilizing data driven instruction * Communication is effective in ensuring that the school runs efficiently and expectations for staff, * students and parents are clear. * Observation and Feedback - effective coaching and embedded professional development in literacy and mathematics are * assisting teachers in increasing the impact of their instruction. * Staffing and schedules effectively impact instructional time with a focus on academic achievement. |
| * What are your school’s main areas for improvement? |
| * Literacy * Data Driven Personalized Learning * Action Oriented Observation and Feedback * Blended Learning in Literacy and STEM * Increase parental and community involvement opportunities * Writing across all grade levels * Math and Reading proficiency * Effective utilization of data (to plan and adjust instruction) by teachers * Effective utilization of technology * Students have the ability to demonstrate their mastery of the expected grade level learning * Assist teachers in planning and pacing lessons to incorporate opportunities for critical thinking, * collaboration and challenge to engage all learners in expanding their skills and communicating * their thinking and learning. * Support learning for EC and LEP students by increasing collaborative planning time between * regular education teachers and specialists to facilitate effective co-teaching and inclusion. |

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| 1. How effective is your school in ensuring high quality achievement for students in all grades, especially in the core subjects? |
| * Our school is moderately effective in ensuring high quality achievement for all students. * Although 59.3% of our students scored at or above grade level in mathematics (May 2013 NCEOG), only 36.7% of our students are reading on grade level. Teachers were using strategies that specifically addressed the diverse needs of students but these strategies weren’t used consistently in teacher planning and instruction. A systematic plan is in place for teachers to become more involved in the effective use of data and planning. This is addressed in our school improvement plan. |
| * How do you know? |
| * NC EOG (May 2014) Reading Composite - 36.7% * NC EOG (May 2014) Math Composite - 59.3% * NC EOG (May 2014) Science Composite – 46.3% * We performed at or above the top of the school represented in Project LIFT Zone, but we have not met all the set goals. |
| * In which subjects and grades do students do best, and why? |
| * Literacy Proficiency (TRC) K - 66%, 1st - 49%, 2nd - 49% * Literacy Proficiency (EOG) 3rd - 34.25%, 4th - 25% , 5th - 15% * Math Proficiency (DE4) K - 67.3%, 1st - 66.5%, 2nd - 66.5% * Math Proficiency (EOG) 3rd – 59.46%, 4th- 57.35%, 5th – 39.51% * Science Proficiency (EOG) 5th – 29.63% |
| * In which subjects and grades is improvement needed, and what action is currently being taken? |
| * Literacy across all grades needs improvement. Actions currently being taken include stronger baselines and interim assessments, and having them in place before the instruction starts. A tighter DDI process and intervention process is in place. The DDI and Assessment calendars also help improve literacy, as well as the work of the MCL's. * Improvement is needed for each subgroup in reading and math. * The following steps are being taken to address this: * School-based, district, and other PD * ILT leads DDI process * Teachers will assess students using a variety of methods based on assessment calendar * Teachers will monitor individual student growth and progress through collaborative planning sessions * MCL Modeling and co-teaching of effective instructional strategies in Reading and Math |
| * Is there evidence of disparities in student achievement by subgroups? If so, what action is being taken? |
| * Yes, our subgroup of ED and Black students continue to fall behind Asian and Hispanic student groups in mathematics and reading. * This is being addressed in the following ways: * More effective use of data (digging down to specific student needs and instructional practices) * Differentiation of instruction * Collaborative planning sessions for teachers * Opportunities for students to be more actively engaged |
| * How is your school addressing the specialized needs of EC and LEP students? |
| * Our school is utilizing inclusion and co-teaching whenever possible to ensure EC and LEP students' needs are being met and that they are receiving the same curriculum and rigor as their peers. * The specialized needs of EC and LEP students are addressed in the following ways: * We use data to track progress for EC and LEP students and set targets for growth * There is specialized teaching and alternative assessments for EC students and individual education plans are developed and addressed in regular and inclusion classes. * LEP students receive specialized teaching, alternative assessments, and adaptive classroom instruction. * Programs for parents incorporating best practices are offered at our school at various times and dates. * Multiple methods of communication allow parents to be kept fully and involved and informed; they are seen as partners. * Co-teaching where appropriate for LEP and EC students |
| * How does your school use student performance data to take and adjust actions to improve student achievement? |
| * Our school is following Paul Bambrick-Santoyo's DDI process as closely as possible. Data will be analyzed closely and thoroughly, actions plans will be tight, and all of this is following a strict DDI calendar.  In addition, data trackers will be used by both teachers and students.  These will help students and classrooms set their own learning goals. * Historically, although the instructional team frequently disaggregated and analyzed student data during the year to set subgroup goals, we know that teachers did not consistently monitor data to adjust instruction and address student learning needs. We have included a plan for teachers to become more effectively involved in interim assessment development and backwards planning. |
| * How does your school allocate available resources to improve student learning and achievement? |
| * Our school allocates available resources by analyzing current needs in relation to our overall school goals. In coordination with University of Virginia, Allenbrook ILT and staff develop 90 Day Plans that focus on improvements and actions to be taken and root cause performance challenges to be addressed. 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 helps ensure the focus of all the stakeholders toward an aligned understanding of the implementation and progress of the school’s turnaround initiative. The allocation of resources is included in our 90 Day Plans. |

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| 2. How effective is your school in providing a relevant and appropriate curriculum for all students, grades and sub-groups? |
| * How do you know? |
| 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 170 minutes for literacy instruction. 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. Students receive forty-five minutes of science or social studies instruction daily and participate in at least one science lab per week. Teachers work to integrate literacy across these content areas to continue to build a strong foundation of literacy in students. |
| * How is alignment with the Common Core and Essential Standards ensured? |
| * Planning backwards; DDI cycle * The instructional team monitors and evaluates planning and instruction to ensure consistency, alignment, and coverage of the Common Core State Standards in grades K-5. All teachers use the CCSS to guide planning and instruction. |
| * How does your school ensure a broad range of learning experiences? |
| This year teachers will continue their own professional development to impact student learning. Our professional development focus for the 2014-2015 school year includes No Nonsense Nurturer, utilizing data to drive instruction, balanced literacy, 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 five MCLs and 2 lead team members 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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| 3. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement? |
| * Moderately |
| * How do you know? |
| * Achievement scores from 2013-2014 in all grade levels. Teachers embrace innovative methods and research based best practices * Some subgroups make positive growth in their learning, but growth for all groups is not consistent and strong across all classes/grades. |
| * Which are the strongest features of teaching and learning and why? |
| * DDI cycle; staff and student relationships; effective instruction and clear expectations. |
| * What aspects of teaching and learning most need improvement and what action is being taken? |
| * Being open to feedback and changing instruction based on feedback. Helping new teachers. Fidelity with DDI. Following action plans. Actions being taken are PD, coaching sessions, DDI calendar, MCL support. * In math and reading, improvement is needed in the areas of differentiation, effective use of data and student engagement. |
| * How do teachers assess students’ achievement of learning objectives and adjust instruction with assessment information? |
| * Teachers assess knowledge and mastery by using formal assessment, baselines, interims. Teachers use this data to re-teach, re-group and differentiate instruction and assignments. Assessments are based on state standards. * Assessment is an area for improvement. Teachers will use a variety of methods of assessment (3D Reading, formative assessments, DIBELS, benchmark assessments, common assessments). The data gained from these assessments will be used to drive instruction. * Teachers plan literacy and mathematics lessons collaboratively with MCLs resulting in greater consistency in delivery at grade levels. Emerging use of student achievement data in planning bodes well for improvements in differentiationand the impact on learning. * Concern: Acceptance of below grade level work is common and reflects low expectations for students’   ability to perform at high levels. This is also reflected in the slow pace and low level of challenge of  many lessons, where compliant students hunger for more opportunities to solve problems and work  collaboratively rather than completing worksheets. Students enjoy project-based learning and many  examples of this are displayed in halls and classrooms but too few illustrate exemplary products and  evidence of learning at high levels (rigor). Questioning is too often directed at simple recall rather than  stretching students to analyze and evaluate. In lessons where activities are well matched to objectives  and capture students’ interest, they work well together and enjoy new challenges. |

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| 4. How effective is your school in ensuring high quality leadership and management? |
| * Effective |
| * How do you know? |
| * Instructional Leadership Team is in place and structures for roles and responsibilities is clearly communicated to all teachers and staff. * The school is participating in No Nonsense Nurturing, has had training in using procedures and enforcing giving MVP directions and positive narrating. The expectations and structures are in place. Teachers came in before the beginning of school for training in the DDI process and had time to backwards plan for the first quarter. Structuring of staff members that allows for more personalized coaching.  PD practice: Minute by minute school wide proceduresTeachers & MCL’s plan minute by minute proceduresSchool Wide behavioral expectations: No Nonsense NurturingImmediate coaching and feedback (grows and glows)Leadership on the same page |
| * Which are the strongest aspects and why? |
| * Training and accountability * Collaboration among teams * Consistency * Trained versus told * Modeling, feedback * Opportunities for practice and improvement  Role playing: provides immediate feedbackClear visionTeacher know what coaching looks likeWe know what behavioral expectations/norms are school-wideEverybody has a coach!  Everybody is a learner!All hands on deck: Everyone ignites! |
| * What most needs improvement and what action is being taken? |
| * Discipline- No Nonsense Nurturing * Technology Integration- Blended Learning labs, iPad carts  Sweating the small stuff (behavior) so that we can dive deep into the academics (focused time on task with students engaged in learning). The action being taking is school wide behaviors and norms.More strategic intervention (knowing the process—how to refer). The action being taking is MCL’s are pulling small groups and Intervention meetings are starting earlier in the year. |
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| 5. How effective is the school in creating a high quality learning environment? |
| * How do you know? |
| Our school is a warm and welcoming school that celebrates diversity. Students and staff identify strongly with the school and are proud to be associated with it. We have created and adhere to a comprehensive Parent Involvement Policy which details the involvement of parents in the following areas: communication, information, student achievement and progress, partnerships, and parental support.  Our school ensures that learning and teaching expectations and rules and procedures are clearly communicated to students, teachers, and parents in our beginning of the year meetings. (Open House, Curriculum nights) As a result, discipline problems have decreased and students feel safe.  Discipline, attendance, and student achievement is monitored frequently and parents are effectively and routinely involved in discipline and attendance plans and strategies. |
| * Which are the strongest aspects and why? |
| * School community reflects a sense of pride * Students and staff take responsibility for their school * Parent/school communication (agendas, newsletters, weekly progress reports) * Weekly student recognition * School exhibits a safe and orderly environment |
| * What most needs improvement and what action is being taken? |
| * Opportunities for students and staff to become leaders within the school community. We are creating more opportunities for all students to develop leadership skills by encouraging all grade levels to create roles and responsibilities within their class. * Allenbrook Elementary is a welcoming and friendly school. Students, staff and visitors are greeted warmly and treated respectfully. Students feel good about coming to their school and attendance is in line with district averages, as is the attendance of teachers. Systems for addressing absences and tardiness are sound, effective and personalized. Administrators and staff have worked together to establish school-wide expectations and consequences for student behavior and these are adhered to consistently. They have been communicated well and widely so that students, teachers and parents know the school’s behavioral norms. Specialist support for behaviorally challenged students has increased and procedures such as those demonstrated by the school’s intervention team, are making a positive impact on helping students, teachers and families deal with challenging students. As a result, the school is calm and safe. There is a school environment that supports teaching and learning and both staff and students appreciate this. As yet there are insufficient avenues for all students to engage in character building activities. |

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| 6. How effective is the school in establishing a high quality partnership with parents, other schools and the community? |
| * How do you know? |
| * On a scale of 1 – 5 we are a 2 * PTA in in place but without leadership and membership * Master calendar reflects events to invite parents and community into the schools (International Festival, Curriculum nights, Carnivals, Field day, performances) * Parents and community members who have access to the Internet register to be volunteer at the school * Working closely with CMS Partnership Office to develop sustaining relationships with businesses, faith based organizations |
| * Which are the strongest features of communication between home/school about the school’s work and about each student’s achievement? Why? |
| * Agendas for daily reminders * Newsletters for current events and ways to participate * Blackboard Connect ED calls * Allenbrook webpage * Social Media – Twitter, FaceBook, Instagram * Edmodo for homework communication |
| * What most needs improvement and what action is being taken? |
| * Our PTA parent participation needs improvement, leadership needed * Collaboration opportunities between schools (teacher PD and student to student opportunities) * Point system for parent participation to encourage parents to visit the school and volunteer |
| * What aspects of the school’s work to involve parents/guardians and the community in the life of the school work best? Why? |
| * Evening events that include childcare and dinner * Events that students plan that excites them to bring their families * Our volunteers are strong and helpful. Ways to keep them involved and feel appreciated. |
| * What needs improvement and what action is being taken? |
| * Regular ways to keep the most current contact information for students * Social Media is in place to communicate with our parents, teachers and community on a regular basis |

Guidance on completing the form:

* Please be evaluative, rather than descriptive, and make your focus outcomes for students.
* Include references to where the evidence of your self-evaluation can be found, e.g.,"excellent boys’ results in state math tests as shown in annual report to the state”, “parents’ questionnaires from 2010”.
* Be concise; (for example, use bullet points or note form).
* Aim to confine your response to no more than eight pages.
* Please place an X against the grade (1-4), which most accurately reflects your judgment of overall quality in response to the questions.
* ***You are advised to complete section B last, as this section is summative.***
* Please omit sections where you feel that you are not in a position to respond.

What approach should we take?

Schools have adopted different approaches.

In some schools the principal and the leadership team have completed the form as a part of one of their regular meetings.

Other schools have devoted part of a faculty meeting as a way of involving all members of staff; this is highly recommended as a means of engaging the whole staff, helping them to prepare for the review and gathering evidence which reflects the work of the whole school.