**School Improvement Plan**



**2014-2015**

**2013-2014 *through* 2014-2015**

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

|  |  |
| --- | --- |
| **Draft Due: September 26, 2014** | **Final Copy Due: October 24, 2014** |

|  |
| --- |
| **Allenbrook Elementary**  **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 LIFT | **School Website:** | http://schools.cms.k12.nc.us/allenbrookES/Pages/Default.aspx |

|  |  |
| --- | --- |
| **Principal:** | Katharine Bonasera |
| **Learning Community Superintendent:** | Denise Watts |

|  |
| --- |
| **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 |  |
| Assistant Principal Representative | Charles Copeland | charles.copeland@cms.k12.nc.us |  |
| Teacher Representative | Roseann Forbes | roseann.forbes@cms.k12.nc.us |  |
| Teacher Representative | Camille Elliot | [tamarac.elliot@cms.k12.nc.us](mailto:tamarac.elliot@cms.k12.nc.us) |  |
| Teacher Representative | Kelly Satkoski | kellym.satkoski@cms.k12.nc.us |  |
| Teacher Representative | Erin Baker | erinw.baker@cms.k12.nc.us |  |
| Teacher Representative | Tara Harwood | [taran.harwood@cms.k12.nc.us](mailto:taran.harwood@cms.k12.nc.us) |  |
| Teacher Representative | Christopher Moses | [christopher.moses@cms.k12.nc.us](mailto:christopher.moses@cms.k12.nc.us) |  |
| Teacher Representative | Christopher Fisher | [chris.fisher@cms.k12.nc.us](mailto:chris.fisher@cms.k12.nc.us) |  |
| Teacher Representative | Brittany Medley | [brittany.cuthbertson@cms.k12.nc.us](mailto:brittany.cuthbertson@cms.k12.nc.us) |  |
| Student Supports Representative | Diane Curran | dianem.curran@cms.k12.nc.us |  |
| Inst. Support Representative | Tara Zaremba | tara.zaremba@cms.k12.nc.us |  |
| Teacher Assistant Representative | Cissy Graham | triquila.graham@cms.k12.nc.us |  |
| Parent Representative | Diona Guy |  |  |
| Parent Representative | Imogen Thomas-Williams |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |

**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

**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 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.
* Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

**Allenbrook Elementary Assessment Data Snapshot**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | MeasureValue | ALL | AMIN | ASIA | BLCK | HISP | MULT | WHTE | EDS | LEP | SWD | AIG |
| Reading | Participation Denominator | 224 | 2 | 22 | 174 | 19 | 2 | 5 | 211 | 11 | 16 | 3 |
| Reading | Participation Percent | 100 | 0 | 0 | 99 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| Reading | Participation Status | Met | Insuf. | Insuf. | Met | Insuf. | Insuf. | Insuf. | Met | Insuf. | Insuf. | Insuf. |
| Reading | Proficiency Denominator | 188 | 2 | 20 | 144 | 16 | 2 | 4 | 184 | 7 | 13 | 3 |
| Reading | Proficiency Percent | 27.1 | 0 | 0 | 26.4 | 0 | 0 | 0 | 27.2 | 0 | 0 | 0 |
| Reading | Goal Percent | 49.5 | 36.1 | 65.4 | 33 | 35.9 | 51.1 | 60.9 | 35.8 | 18.5 | 21.6 | 91.6 |
| Reading | Proficiency Status | Not Met | Insuf. | Insuf. | Not Met | Insuf. | Insuf. | Insuf. | Not Met | Insuf. | Insuf. | Insuf. |
| Math | Participation Denominator | 224 | 2 | 22 | 174 | 19 | 2 | 5 | 211 | 11 | 16 | 3 |
| Math | Participation Percent | 100 | 0 | 0 | 99 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| Math | Participation Status | Met | Insuf. | Insuf. | Met | Insuf. | Insuf. | Insuf. | Met | Insuf. | Insuf. | Insuf. |
| Math | Proficiency Denominator | 188 | 2 | 20 | 144 | 16 | 2 | 4 | 184 | 7 | 13 | 3 |
| Math | Proficiency Percent | 56.4 | 0 | 0 | 53.5 | 0 | 0 | 0 | 56 | 0 | 0 | 0 |
| Math | Goal Percent | 48.1 | 34.3 | 74.1 | 30 | 39.4 | 47.8 | 58.4 | 34.9 | 25.7 | 21.2 | 92.5 |
| Math | Proficiency Status | Met | Insuf. | Insuf. | Met | Insuf. | Insuf. | Insuf. | Met | Insuf. | Insuf. | Insuf. |
| Science | Participation Denominator | 82 | 2 | 14 | 56 | 9 | 1 | 0 | 76 | 5 | 2 | 1 |
| Science | Participation Percent | 99 | 0 | 0 | 98 | 0 | 0 | 0 | 99 | 0 | 0 | 0 |
| Science | Participation Status | Met | Insuf. | Insuf. | Met | Insuf. | Insuf. | ~ | Met | Insuf. | Insuf. | Insuf. |
| Science | Proficiency Denominator | 65 | 2 | 13 | 42 | 7 | 1 | 0 | 64 | 3 | 1 | 1 |
| Science | Proficiency Percent | 29.2 | 0 | 0 | 23.8 | 0 | 0 | 0 | 28.1 | 0 | 0 | 0 |
| Science | Goal Percent | 57 | 45.9 | 73.5 | 39.3 | 45.6 | 58.7 | 0 | 43.8 | 24.8 | 28.5 | 93.7 |
| Science | Proficiency Status | Not Met | Insuf. | Insuf. | Not Met | Insuf. | Insuf. | ~ | Not Met | Insuf. | Insuf. | Insuf. |
| Attendance | Rate | 97.4 | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |
| Attendance | Status | Met | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ |

|  |
| --- |
| Allenbrook Elementary School 2013-2014 |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Assessment | Subgroup | 2013-2014 | | 2012-2013 | | 2011-2012 | | | % GLP | % CCR | % GLP | % CCR | % GLP | % CCR | | Grade 03 EOG Composite | All | 54.1 | 47.9 |  | 35.5 |  | 46.0 | | Grade 03 EOG Math | All | 64.4 | 60.3 |  | 43.5 |  | 79.7 | | Grade 03 EOG Reading | All | 43.8 | 35.6 |  | 27.5 |  | 47.3 | | Grade 04 EOG Composite | All | 52.9 | 41.2 |  | 31.8 |  | 48.0 | | Grade 04 EOG Math | All | 64.7 | 57.4 |  | 44.2 |  | 84.9 | | Grade 04 EOG Reading | All | 41.2 | 25.0 |  | 19.5 |  | 49.3 | | Grade 05 EOG Composite | All | 40.8 | 28.3 |  | 21.0 |  | 39.7 | | Grade 05 EOG Math | All | 50.0 | 40.0 |  | 24.2 |  | 65.1 | | Grade 05 EOG Reading | All | 26.3 | 15.0 |  | 19.8 |  | 50.8 | | Grade 05 EOG Science | All | 46.3 | 30.0 |  | 18.9 |  | 27.0 | | School EOG Reading Composite | All | 36.7 | 24.9 |  | 21.9 |  | 49.1 | | School EOG Math Composite | All | 59.3 | 52.0 |  | 36.3 |  | 77.1 | | School EOG Science Composite | All | 46.3 | 30.0 |  | 18.9 |  | 27.0 | | EOG Composite | All | 47.7 | 37.2 |  | 27.5 |  | 44.8 | | School Composite | All | 47.7 | 37.2 |  | 27.5 |  | 58.4 | | |

**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 565 students in pre-kindergarten through fifth grade. 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. 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.

Allenbrook has 565 students enrolled for the 2014-2015 school year. Of these students 72% are African American, 10% are Latino/Hispanic, 5% are white, 10% are Asian, 2% American Indian and 1% Native Hawaii/Pacific. At Allenbrook, approximately 96% of students are considered economically disadvantaged, 14% are LEP, 13% are classified EC and 1% are academically gifted. 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.

In the 2013-2014 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, MAP, and Discovery Education assessments. During the 2014-2015, 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 a few 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 75 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 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.

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.

At Allenbrook our staff works to create a positive and nurturing school environment. We hold quarterly awards assemblies (Hive Huddles) to honor student academic progress. 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 Beatkeepers (chorus) and Girls on the Run.

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 Parent Teacher Organization and School Leadership team. Through these organizations they provide input on school policies, help plan events, volunteer and engage with the school community as a whole. In 2013-2014 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 2014-2015 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. Our PTO also works to raise money for the school. 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. We also have a Community in Schools worker at the school who also helps with building community 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 who have partnered with Project LIFT, which directly impacts our school. In 2014-2015 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 going. 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.

**Strategic Plan 2018: For a Better Tomorrow**

|  |  |
| --- | --- |
| **Goal 1:** Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready  **Four focus areas:**   1. College- and career-readiness 2. Academic growth/high academic achievement 3. Access to rigor 4. Closing achievement gaps | **Goal 2:** Recruit, develop, retain and reward a premier workforce  **Five focus areas:**   1. Proactive recruitment 2. Individualized professional development 3. Retention/quality appraisals 4. Multiple career pathways 5. Leadership development |
| **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  **Three focus areas:**   1. Family engagement 2. Communication and outreach 3. Partnership development | **Goal 4:** Promote a system-wide culture of safety, high engagement, cultural competency and customer service  **Five focus areas:**   1. Physical safety 2. Social and emotional health 3. High engagement 4. Cultural competency 5. Customer service |
| **Goal 5:** Optimize district performance and accountability by  strengthening data use, processes and systems  **Four focus areas:**   1. Effective and efficient processes and systems 2. Strategic use of district resources 3. Data integrity and use 4. School performance improvement | **Goal 6:** Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign  **Four focus areas:**   1. Learning everywhere, all the time 2. Innovation and entrepreneurship 3. Strategic school redesign 4. Innovative new schools |
| **SMART Goal (1): *Duty Free Lunch for Teachers*** | Provide a duty-free lunch period for every teacher on a daily basis. |
| **Strategic Plan Goal:** | Goal 2: Recruit, develop and retain a premier workforce. |
| **Strategic Plan Focus Area:** | Teacher Rentention |
| **Navigator Pathway:** | ▢ Enter Kindergarten ready | ▢ Advanced Reading in K-2 | ▢ At/Above Grade Level in Reading/Writing Grade 3 | ▢ At/Above Grade Level in Reading/Writing Grade 7 |
|  | ▢ At/Above Grade Level in Math Grades 3-5 | ▢ Successful completion of Math I in grade 9 | ▢ Take and pass at least 1 AP/IB/Post-Secondary class & exam | ▢ Score 1550 on SAT or 22 on ACT |
| **Data Used:** | Statutory Reference: 115C-105.27(b) (6) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategies** (determined by what data)   * + **Task**   + **Task**   + **Task** (PD) | **Point Person**  (title/name) | **Evidence of Success**  (Student Impact) | **Funding**  (estimated cost / source) | **Personnel Involved** | **Timeline**  (Start—End)   * **Interim Dates** |
| 1. Lunch coverage will be provided by lunch monitor, administration, and ILT Team for supervision of students in PK-5. | Principal (Bonasera)  Lunch Monitor  Admin. (Bonasera, Copeland)  ILT (Roper, Ramadan, Zaremba, Potts, Conlon, Leslie)  BMT (Oliphant) | Submission of applicant names; hiring of monitor;  Attendance of Monitor | CMS | Admin | Sept.-June |
| 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 monitors. | Classroom Teachers | Reduced number of student discipline referrals | N/A | Classroom  Teachers | Sept.-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)  Admin. (Bonasera, Copeland)  ILT (Roper, Ramadan, Zaremba, Potts, Conlon, Leslie)  Cafeteria Mgr. (Horton) | Lunch Schedule | N/A | Admin | Sept.-June |
| 4. School Behavior Matrix: The behavior matrix, posted throughout the school and the cafeteria sets clear behavioral expectations for students and incentivizes positive behaviors. | SST (Medley, Oliphant,Curran, Allen)  Lunch Monitor  Admin. (Bonasera, Copeland) | Reduced number of student discipline referrals | N/A | SST (Medley, Oliphant,Curran, Allen) | Sept.-June |

|  |  |
| --- | --- |
| **SMART Goal (2):  *Duty Free Instructional Planning Time*** | 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. |
| **Strategic Plan Focus Area:** | Professional Development, Retention, Leadership |
| **Navigator Pathway:** | ▢ Enter Kindergarten ready | ▢ Advanced Reading in K-2 | ▢ At/Above Grade Level in Reading/Writing Grade 3 | ▢ At/Above Grade Level in Reading/Writing Grade 7 |
|  | ▢ At/Above Grade Level in Math Grades 3-5 | ▢ Successful completion of Math I in grade 9 | ▢ Take and pass at least 1 AP/IB/Post-Secondary class & exam | ▢ Score 1550 on SAT or 22 on ACT |
| **Data Used:** | Statutory Reference115C-105.27(b) (7) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategies** (determined by what data)   * + **Task**   + **Task**   + **Task** (PD) | **Point Person**  (title/name) | **Evidence of Success**  (Student Impact) | **Funding**  (estimated cost / source) | **Personnel Involved** | **Timeline**  (Start—End)   * **Interim Dates** |
| 1. Master Schedule:  Create Master Schedule allowing duty-free instructional planning for every teacher for 75 minutes twice a week and 45 minutes three times a week  Implement 30 minute planning time for each Connect teacher daily and two 60 minute planning times per week. | Principal (Bonasera)  Admin. (Bonasera, Copeland) | Master Schedule  Classroom observations  Team Minutes | N/A | Classroom Teachers  Connect Teachers  MCLs  Admin | Sept.-June |
| 2. Arrange Class Coverage:  Connect team covers classroom teachers four times per week for 45 minutes. Connect team covers dismissal four times per week for 15 minutes. | Principal (Bonasera)  Admin. (Bonasera, Copeland) | Master Schedule  Classroom observations  Team Minutes | N/A | Classroom Teachers  Connect Teachers  MCLs  Admin | Sept.-June |
| 3. Maximize learning effectiveness through training grade level chairs  Planning/Data meetings  Establishing planning agendas  Effective leadership strategies  Curriculum “deep dives” with MCLs | Principal (Bonasera)  Admin. (Bonasera, Copeland) | Team Norms  Team Agendas  Admin. Meetings  Observational Data | N/A | Classroom Teachers  Connect Teachers  MCLs  Admin | Sept.-June |
| 4. Establish other means of communication  The Buzz- online staff newsletter  Sending emails instead of conducting meetings  Google Docs—coaching comments, collaboration | Principal (Bonasera)  Admin. (Bonasera, Copeland)  ILT (Roper, Ramadan, Zaremba, Potts, Conlon, Leslie) | Copies of the weekly staff newsletters  Copies of the Google Coaching document | N/A | Admin | Sept.-June |

|  |  |
| --- | --- |
| **SMART Goal (3):  *Anti-Bullying / Character Education*** | 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 Emotion Health |
| **Navigator Pathway:** | ▢ Enter Kindergarten ready | ▢ Advanced Reading in K-2 | ▢ At/Above Grade Level in Reading/Writing Grade 3 | ▢ At/Above Grade Level in Reading/Writing Grade 7 |
|  | ▢ At/Above Grade Level in Math Grades 3-5 | ▢ Successful completion of Math I in grade 9 | ▢ Take and pass at least 1 AP/IB/Post-Secondary class & exam | ▢ Score 1550 on SAT or 22 on ACT |
| **Data Used:** | Statutory Reference: 115C-105.27 (b) (2) School Safety Audits; Teacher/Parent/Student Surveys; Suspension Rates |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategies** (determined by what data)   * + **Task**   + **Task**   + **Task** (PD) | **Point Person**  (title/name) | **Evidence of Success**  (Student Impact) | **Funding**  (estimated cost / source) | **Personnel Involved** | **Timeline**  (Start—End)   * **Interim Dates** |
| 1. Bully Liaison / Bully-prevention   * School leadership training: school leadership is aware of CMS district wide plan, provided with the *Safety and Respect of All* BP manual, and provided with train-the-trainer materials. * School Staff training: School leadership will provide information to all teachers and support staff selected by principal regarding the district-wide program, school efforts and BP awareness. * Discipline/Behavior Committee: encompasses character education and anti-bullying curriculum | Admin. (Bonasera,  Copeland)  Counselor  (Medley)  BMT (Oliphant) | Student Services Team (SST) will lead bullying prevention efforts of Allenbrook Elementary  School Staff will have an understanding of Allenbrook’s bullying prevention efforts and expectations.  Discipline/Behavior committee establishes clear objectives as indicated in the CMS district plan | N/A | Principal (Bonasera)  Admin. (Bonasera, Copeland)  SST (Medley, Oliphant, Curran, Allen)  SLT Members  Discipline/  Behavior Committee | Sept.-June |
| 2. Character Education   * Guidance conferences * Intervention time: character education curriculum is mandated school wide every day for the first two weeks, and continuing character education lessons/teaching points are developed through the discipline committee. * Implement monthly character traits | Admin. (Bonasera, Copeland)  Guidance Counselor  (Medley)  BMT (Oliphant) | Lesson plans  Classroom observations  Bulletin board of Character Trait winners | N/A | Principal (Bonasera)  Admin. (Bonasera, Copeland)  Guidance Counselor  (Medley)  BMT (Oliphant) | Sept.-June |
| 3. Healthy Active Child 30 min.   * Implement moderate to rigorous 30 minute structured physical activity daily in all classroom schedules * 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 | Principal (Bonasera)  Admin. (Bonasera, Copeland)  PE Teachers (Aitchsion) | Classroom Schedules  Classroom observations  Master Schedule | N/A | Principal (Bonasera)  Admin. (Bonasera, Copeland)  PE Teachers (Aitchison) | Sept.-June |
| 4. School Health Team   * Establish a school Health Advisory Committee-Action for Healthy Eating * The committee plans, implements, and monitors the implementation of the healthy food plan * The committee will meet monthly * The committee will be include the following members: * School Nurse * Cafeteria Mgr. * Parent * Classroom Teacher * Administrator * Social Worker | Principal (Bonasera)  Admin. (Bonasera, Copeland)  School Nurse  (Satterfield)  Cafeteria Manager (Horton)  Social Worker (Curran) | Minutes from the committee meetings  Schedule of Meetings | N/A | Principal (Bonasera)  Admin. (Bonasera,Copeland)  School Nurse (Satterfield)  Cafeteria Manager (Horton) | Sept.-June |

|  |  |
| --- | --- |
| **SMART Goal (4):** | z |
| **Strategic Plan Goal:** |  |
| **Strategic Plan Focus Area:** |  |
| **Navigator Pathway:** | ▢ Enter Kindergarten ready | ▢ Advanced Reading in K-2 | ▢ At/Above Grade Level in Reading/Writing Grade 3 | ▢ At/Above Grade Level in Reading/Writing Grade 7 |
|  | ▢ At/Above Grade Level in Math Grades 3-5 | ▢ Successful completion of Math I in grade 9 | ▢ Take and pass at least 1 AP/IB/Post-Secondary class & exam | ▢ Score 1550 on SAT or 22 on ACT |
| **Data Used:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategies** (determined by what data)   * + **Task**   + **Task**   + **Task** (PD) | **Point Person**  (title/name) | **Evidence of Success**  (Student Impact) | **Funding**  (estimated cost / source) | **Personnel Involved** | **Timeline**  (Start—End)   * **Interim Dates** |
|  |  | **SEE COMPREHENSIVE**  **REPORT/ INDISTAR** |  |  |  |

|  |  |
| --- | --- |
| **SMART Goal (5):** |  |
| **Strategic Plan Goal:** |  |
| **Strategic Plan Focus Area:** |  |
| **Navigator Pathway:** | ▢ Enter Kindergarten ready | ▢ Advanced Reading in K-2 | ▢ At/Above Grade Level in Reading/Writing Grade 3 | ▢ At/Above Grade Level in Reading/Writing Grade 7 |
|  | ▢ At/Above Grade Level in Math Grades 3-5 | ▢ Successful completion of Math I in grade 9 | ▢ Take and pass at least 1 AP/IB/Post-Secondary class & exam | ▢ Score 1550 on SAT or 22 on ACT |
| **Data Used:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategies** (determined by what data)   * + **Task**   + **Task**   + **Task** (PD) | **Point Person**  (title/name) | **Evidence of Success**  (Student Impact) | **Funding**  (estimated cost / source) | **Personnel Involved** | **Timeline**  (Start—End)   * **Interim Dates** |
|  |  | **SEE COMPREHENSIVE**  **REPORT/ INDISTAR** |  |  |  |

|  |  |
| --- | --- |
| **SMART Goal (6):** |  |
| **Strategic Plan Goal:** |  |
| **Strategic Plan Focus Area:** |  |
| **Navigator Pathway:** | ▢ Enter Kindergarten ready | ▢ Advanced Reading in K-2 | ▢ At/Above Grade Level in Reading/Writing Grade 3 | ▢ At/Above Grade Level in Reading/Writing Grade 7 |
|  | ▢ At/Above Grade Level in Math Grades 3-5 | ▢ Successful completion of Math I in grade 9 | ▢ Take and pass at least 1 AP/IB/Post-Secondary class & exam | ▢ Score 1550 on SAT or 22 on ACT |
| **Data Used:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategies** (determined by what data)   * + **Task**   + **Task**   + **Task** (PD) | **Point Person**  (title/name) | **Evidence of Success**  (Student Impact) | **Funding**  (estimated cost / source) | **Personnel Involved** | **Timeline**  (Start—End)   * **Interim Dates** |
|  |  | **SEE COMPREHENSIVE**  **REPORT/ INDISTAR** |  |  |  |

|  |
| --- |
| **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 Area:** | Academic growth/high academic achievement |
| **Navigator Pathway:** | ▢ Enter Kindergarten ready | ▢ Advanced Reading in K-2 | ▢ At/Above Grade Level in Reading/Writing Grade 3 | ▢ At/Above Grade Level in Reading/Writing Grade 7 |
|  | ▢ At/Above Grade Level in Math Grades 3-5 | ▢ Successful completion of Math I in grade 9 | ▢ Take and pass at least 1 AP/IB/Post-Secondary class & exam | ▢ Score 1550 on SAT or 22 on ACT |
| **Data Used:** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategies** (determined by what data)   * + **Task**   + **Task**   + **Task** (PD) | **Point Person**  (title/name) | **Evidence of Success**  (Student Impact) | **Funding**  (estimated cost / source) | **Personnel Involved** | **Timeline**  (Start—End)   * **Interim Dates** |
| 1. Common assessments   * Pre and post assessments created, in School Net or other, aligned to objective | MCLs (Roper, Ramadan, Zaremba, Potts, Conlon) | Student achievement growth on assessed objectives | N/A | Teachers  EC Teachers  MCLs (Roper, Ramadan, Zaremba, Potts, Conlon)  Admin (Bonasera, Copeland) | Sept.-May |
| 2. Data disaggregation   * Process of monitoring student achievement by objective in order to facilitate remediation/ intervention plans (i.e. RTI). | MCLs (Roper, Ramadan, Zaremba, Potts, Conlon)  Admin (Bonasera, Copeland) | Action plan will be developed and implemented  Intervention Team referral decrease | N/A | Teachers  EC Teachers  MCLs (Roper, Ramadan, Zaremba, Potts, Conlon)  Admin (Bonasera, Copeland) | Sept.-June |
| 3.Flexible grouping   * Process of grouping students according to academic need by objective | MCLs (Roper, Ramadan, Zaremba, Potts, Conlon) | Student achievement growth | N/A | Teachers  MCLs (Roper, Ramadan, Zaremba, Potts, Conlon) | Sept.-June |
| 4. Additional learning opportunities:   * Process of holding students accountable for learning via re-teaching , re-assessment and assigning a final value (i.e.84%) | MCLs (Roper, Ramadan, Zaremba, Potts, Conlon)  Admin (Bonasera, Copeland) | Student achievement growth | N/A | Teachers  EC Teachers  MCLs (Roper, Ramadan, Zaremba, Potts, Conlon) | Sept.-June |
| 5. Late and make-up work   * School expectations for holding students accountable for completing assignments | MCLs (Roper, Ramadan, Zaremba, Potts, Conlon) | Students will be held accountable for their learning  Increase in completion rate of assignments | N/A | Teachers  EC Teachers  MCLs (Roper, Ramadan, Zaremba, Potts, Conlon) | Sept.-June |
| 6. Grade Reporting:   * Set expectations for the timeliness of recording grades in PowerSchool (initial grades and final grades after retest if applicable) | MCLs (Roper, Ramadan, Zaremba, Potts, Conlon)  Admin (Bonasera, Copeland) | Increase of parental involvement | N/A | Teachers  EC Teachers  MCLs (Roper, Ramadan, Zaremba, Potts, Conlon)  Admin (Bonasera, Copeland) | Sept.-June |

**Allenbrook Elementary - 600 Waiver Requests**

|  |
| --- |
| **Request for Waiver** |
| **1. Insert the waivers you are requesting**   * *Maximum Teaching Load and Maximum Class Size (grades 4-12)* ***[required for all schools with grades 4-12]*** |
| **2. Please identify the law, regulation or policy from which you are seeking an exemption.**   * *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size* ***[required for all schools with grades 4-12]*** |
| **3. Please state how the waiver will be used.**   * *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.* |
| 1. **Please state how the waiver will promote achievement of performance goals.**  * *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.* |

|  |
| --- |
| **Approval of Plan** |
| **Committee Position** | **Name** | **Signature** | **Date** |
| Principal | Katharine Bonasera |  |  |
| Assistant Principal Representative | Charles Copeland |  |  |
| Teacher Representative |  |  |  |
| Inst. Support Representative |  |  |  |
| Teacher Assistant Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |

|  |
| --- |
| **Quarter 2 Review** |
| **Committee Position** | **Name** | **Signature** | **Date** |
| Principal | Katharine Bonasera |  |  |
| Assistant Principal Representative | Charles Copeland |  |  |
| Teacher Representative |  |  |  |
| Inst. Support Representative |  |  |  |
| Teacher Assistant Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |

|  |
| --- |
| **Quarter 3 Review** |
| **Committee Position** | **Name** | **Signature** | **Date** |
| Principal | Katharine Bonasera |  |  |
| Assistant Principal Representative | Charles Copeland |  |  |
| Teacher Representative |  |  |  |
| Inst. Support Representative |  |  |  |
| Teacher Assistant Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |

|  |
| --- |
| **Quarter 4 Review** |
| **Committee Position** | **Name** | **Signature** | **Date** |
| Principal | Katharine Bonasera |  |  |
| Assistant Principal Representative | Charles Copeland |  |  |
| Teacher Representative |  |  |  |
| Inst. Support Representative |  |  |  |
| Teacher Assistant Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |
| Parent Representative |  |  |  |