

## Comprehensive Progress Report

### Mission:

While our families and the school community that we serve might not have the financial resources, widespread influence and positional power that some may desire, we believe that this is indeed a temporary state of affairs. In fact the intentional, impactful work that we engage in each and every day is working to affect a cure, that empowers, gives voice to the voiceless and causes transformational life changing outcomes for all involved. We are indeed investors and benefactors in a cause that is larger than reading, writing, science, the arts and arithmetic. We are in fact involved in a revolution that will continue to speak long after our work in the confines of the brick and mortar of the school house is done.

### Vision:

Allenbrook Elementary School will lead the charge in the Charlotte-Mecklenburg School System, naming, calling out, standing against and demolishing systems, voices and narratives that seek to mock, hinder and halt the dreams, the aspirations, the destinies and the outstanding legacies of our students, our families and our community-at-large. Our relentless commitment, our unwavering unity, our focused work and our warrior call will serve as the foundation through which our school community will be awakened, revived and renewed to discover our voice, our agency and our platforms of self-advocacy, social justice, equitable landscapes and places of leadership. These truths hail from the nobility, the regality, and the power that is indeed our birthright and we believe that educational outcomes that far exceed expectations are the paths for collective liberation and freedom, individually and collectively. We are the salt of the earth and from this place we will launch out to restore flavor, to restore peace and to restore honor to our school community and to all whom we might encounter. We denounce mediocrity in our words and our deeds and we will not sign for packages that seek to rank us amongst the average. Perpetual excellence is our stance, whole-life prosperity is our course and dominion is our portion. Together we declare that we are more than a moment and more than a movement. We are a powerful revolution, affecting change from the inside out and leaving an indelible mark that can never again be denounced. We are Allenbrook Strong!

### Goals:

Indistar Indicator: A4.06 Duty Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a)

Indistar Indicator: A2.04 Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week.

Indistar Indicator: A4.06 Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Academic Performance: Indistar Indicator: A2.04, A4.01, B2.03, B3.03, C2.01 Implement rigorous, standards-aligned instruction, that is data-informed and supported by the high-scooped curriculum resources that are provisioned by the school district in order to increase the percent of students who are proficient in literacy, math and science. Measurable Outcomes 3rd Grade Math: 60% 4th Grade Math: 60% 5th Grade Math: 60% 3rd Grade ELA: 60% 4th Grade ELA: 50 % 5th Grade ELA: 60% 5th Grade Science: 80% All Tested Areas: 95% of students meet or exceed growth goals. A tiered system of support will be implemented at all levels in response to preliminary, formative and summative data in order to respond to student progress and successive approximations towards end of grade standards and beyond.

Student Wellness: Indistar Indicator: A4.06, A1.07 B3.03, A4.01 Implement consistent, highly quality instruction in Social Emotional Learning where students focus on improving self-management and emotion regulation skills in order to increase the percentage of students who positively self-report in Panorama. This learning will be both through direct-instruction and embedded practices that are intricately woven throughout the instructional day. A strategic focus student and family engagement, integration of Student Services support staff into daily school-based routines and monitoring and responding to student academic, behavioral and socio-emotional needs will be prioritized. Crucial conversations about the potential influence of systemic structures that may disenfranchise subgroups at the classroom level will be a part of each staff meeting and will be an agenda item at School Leadership Team Meetings and PLC meetings. A 5% increase in efficacy will be noted in all areas of the Panorama Survey.

Great Teaching: Indistar Indicators A 2.04 A 4.01 Establish a culture of high expectations for instructional excellence and positive academic outcomes for all students founded upon a cycle of continuous improvement that is undergirded by professional growth and development, accountability and instructional monitoring and a commitment to processes and practices in alignment with the selection, onboarding and maintenance of a strong core of teachers and support staff.

Access to Advanced Coursework: Indistar Indicators: A 2..04, A4.06, B3.03, E1.06 Provide all students with access to grade level appropriate content each day while creating and provisioning learning opportunities that expose and steep all students in advanced content that is differentiated and properly supported through both the alignment of human capital and curriculum resources. 100% of students will be empowered to document their short and long-term goals and connect their academic success to their potential to achieve these goals. The school will implement systems and routines to respond to student progress towards their goals.

Health of the District: A 4.16, B1.01, C 3.04, E 1.06 Establish systems, protocols and initiatives that allows school operations to be supportive of our school district's vision in alignment with the specific needs of our school community. A strategic focus on investing in people, customer service, student and family experience and the extinguishing of barriers that may stand in the way of the individual and collective success of our stakeholders will be at the forefront of our mission and work each day.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		In past years there has been a focus on building systems and structures of compliance and a prioritization of socio-emotional learning without necessarily linking this work to the ultimate goal of establishing positive learning environments as the foundation for strong academic outcomes	Limited Development 10/12/2017			

for students that lead to self-empowerment and improved lifelong outcomes in the future. Based upon anecdotes from teachers and a review of data and programming, many of the strategies used have been focused on external measures, prioritizing the on-boarding of human capital to maintain order and provide counseling for students in need. Students have been encouraged to comply with rules, procedures and expectations through external reinforcers that have not necessarily led to them developing the ability to independently self-monitor and self-regulate in order to take on mutual accountability for the learning environment. Just prior to the start of the school year, a theme arose as staff members were concerned about their ability to successfully establish and maintain high expectations for students without the support of behavior modification technicians. This was the direct result of the decision made by the incoming leadership team to re-prioritize staffing to ensure that instructional coaches are on-boarded to support with building faculty and staff capacity to grow as instructionalists through the establishment of positive and student-centered learning environments, with high expectations for academic and behavioral outcomes at the core of all that is said and done.

At the start of the 2020-2021 School year, instructional facilitators/coaches supported classroom teachers in establishing routines and procedures for the remote learning environment that are easily transferable to the brick and mortar building. Teachers are re-establishing relationships with students and families in a remote learning setting and communicating high expectations for: attendance, participation, engagement, work standards, collaboration, on-task behavior, submitting assignments, problem solving and conflict resolution. Observations of the remote learning environments reveal that teachers are still working to consistently maintain awareness of the happenings of the learning environment while responding in real-time in a manner that maintains the dignity of the student while holding them highly accountable. Administrators, facilitators and teachers are all heavily engaged in monitoring learning environments and establishing high expectations through modeling, reminding, resetting and on-boarding parental support.

In alignment with the vision of our Superintendent, the principal has immersed staff members in professional development opportunities that are steeped in building the capacity of staff to grow in cultural competency as together we ensure that we demolish structures that support systemic racism and classroom practices that perpetuate low expectations for students of color and ultimately lead to the perpetually low academic achievement status that Allenbrook has been

in for more than 5 years. Conversations about adult beliefs and philosophies and directly calling out past practices that have led to low expectations for students are a regular part of our staff meetings and one-on-one coaching conversations. Renorming and rethinking opportunities for engaging students, parents and community stakeholders in the establishment of a culture of high expectations is our current work.

The school will continue these initiatives during the 2021-2022 school year. The 2020-2021 school year was the beginning of a transformation of expectations, processes, systems, and practices that will allow Allenbrook to continue on the necessary trajectory to meet the goals.

The main focus will be on resetting expectations for rigorous in-person instruction and building on the foundation laid last year. Each teacher has an expert instructional specialist to support them in this area, and the school will use aligned district and state resources.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

***How it will look when fully met:***

When this indicator is fully implemented, teachers and staff will:

consistently communicate high expectations for students with regards to academic outcomes for students

Consistently expect that students can and will learn to self-regulate through a progressive model that moves from directive feedback to individual critiques and self-checks

Consistently provide feedback to students about their academic and behavioral progress, focusing on goal-setting and action planning to move from successive approximations towards mastery

independently recognize, call-out and abolish overt and covert practices, protocols and and structures and structures that are steeped in systemic racism.

Clearly articulate that a positive classroom environment steeped in high expectations is not the end in and of itself. Rather, this is a means to the end of producing students who are empowered to articulate, advocate and develop a sense of purpose and agency as they develop their moral and ethical platforms that will help them to grow and develop into positive and productive citizens in the community-at-large.

**Kimberly Vaught**

**05/31/2022**

Students will:

- Take greater ownership of their behavior and learning outcomes
- Establish personal goals for socio-emotional development and academic outcomes
- Think critically about how their current actions and decisions impact their future outcomes
- Place positive pressure on themselves and peers to become positive contributors to the school and community-at-large
- Articulate with confidence, clarity and purpose their future goals and align their current actions to securing said goals.

Parents will:

- Establish high expectations for the home-school connection and for the behavioral, socio-emotional and academic outcomes of their children
- Engage in productive dialogue with school faculty and staff about their child's trajectory and next steps
- Provide support for school-wide initiatives and provide faculty and staff with feedback in support of their child.

**Actions**

**0 of 9 (0%)**

9/14/20 Provide teachers with modeling and feedback around successive approximations.

Kimberly Vaught

05/30/2021

*Notes:* All staff is provided modeling and feedback around successive approximations. Teachers receive modeling from their coach and the administration. The administration models and provides feedback for support staff, the social worker, custodial staff, and all staff members. After the modeling, there is a debrief and reflection around what worked and what could be improved.

9/14/20 Establish a committee consisting of students, staff and parents to rebrand the school including mascot, colors, and themes in an effort to present a forward facing front of the internal work that is commencing within the corridors of our school.

Kimberly Vaught

05/30/2021

	<i>Notes:</i> 12.2.20- This was lifted up to parents at the November SLT meeting. We are in the process of forming the committee and starting the process.			
9/13/20	Review past practices and structures for establishing schoolwide and classroom-level expectations.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> Prior to the start of school, our Leadership Team evaluated past practices and structures. We evaluated all levels, from school-wide to classroom level. We used data to review the effectiveness of past systems. We made a plan to adjust as needed. During our back-to-school staff retreat, we evaluated these as a staff and normed on what expectations will look and sound like. Coaches and Admin give ongoing feedback, monitoring, and support related to expectations.			
9/13/20	Establish a safe space for having crucial conversations about past structures, their link to systemic racism and their link to the lack of academic progress that Allenbrook has experienced in past years.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> During our back-to-school retreat, nationally renowned speakers Manny Scott and Tim Wise spoke to our staff via Zoom. This set the foundation for discussing how past actions and structures linked to systemic racism and benevolent oppression. Safe space was created, and ongoing conversations are being had across the school community. We reflect on our actions and discuss how they are linked to systemic racism. We also discuss what corrections need to be made.			
9/13/20	Establish coaching caseloads aligned to coaching for strong instructional practices and practices steeped in establishing learning environments steeped in high expectations.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> Every teacher has a coach. Coaches meet daily with teachers to analyze data and plan instruction. Coaches and administration meet weekly to analyze trends and plan next steps.			
9/14/20	Provide coaching for all teachers pertaining to schoolwide expectations for establishing classroom expectations, communicating expectations and holding students accountable.		Kimberly Vaught	10/16/2021
	<i>Notes:</i> Coaches and administration are in class daily to model and give feedback around holding students accountable to high academic and behavior expectations. Parents are partners in the work. Teachers, coaches, and administration are in constant contact with parents through a variety of mediums.			
9/14/20	Establish systems of feedback and support for students founded on self-reflection self and mutual accountability and empowerment.		Kimberly Vaught	10/30/2021

	<p><i>Notes:</i> Systems of feedback are in place. Teachers give students feedback in the moment, during daily and weekly checkpoints, and with a variety of formative and summative assessments. Now that some students are back in the building, teachers are leveraging those opportunities to give students feedback that is founded on self-reflection and accountability.</p>			
9/14/20	Provide students with corrective feedback that is sustaining and that impactful, in alignment with establishing high expectations for academic and socio-emotional outcomes.		Kimberly Vaught	12/20/2021
	<p><i>Notes:</i> Teachers and staff aggressively monitor in-person and remote learners for mastery of academics and behavior. Teachers use daily and weekly assessments, along with other academic and social-emotional data, to align feedback and meet student needs. Coaches and administration also support with providing in-the moment feedback that is aligned to learning targets.</p>			
9/14/20	Develop expectations for supporting students, teachers and families in working together to create common expectations for home and school.		Kimberly Vaught	12/20/2021
	<p><i>Notes:</i> Expectations are created in alignment with the CMS and school vision. Expectations are created with staff and parent input as applicable. Expectations are created in order to help meet the student and school performance goals. Expectations are discussed and shared at PLC meetings. Systems are in place to support monitoring and adjustment as necessary. Expectations are shared with families and discussed at monthly SIP meetings.</p>			
<b>Implementation:</b>		09/01/2021		
<b>Evidence</b>	<p>6/7/2021</p> <ul style="list-style-type: none"> <li>- Renowned speakers and anti-racism activists Manny Scott and Tim Wise were brought in to speak to our staff virtually during our Back to School Retreat.</li> <li>- Each teacher was assigned a coach. Coaches met daily with teachers to provide differentiated coaching and grade-level support during PLCs.</li> <li>- We collaborated with the CMS Strategic Planning Dept. to plan and execute our rebranding efforts. Parent, student, and community input was considered. The new mascot (Alligators/Gators) was recommended by a first grade class.</li> <li>- Students led "Student-led Conferences," and each family was encouraged to attend a personal conference during the year via Zoom, phone, or in-person. We engaged 100% of families.</li> <li>- Action-alert meetings were held at the semester change and the 3rd/4th quarter change to alert families of the progress of students who were performing below expectations.</li> </ul>			

<b>Experience</b>	6/7/2021 - This objective has been fully met. - These were some of the first steps we needed to take in our turnaround efforts. We needed to establish a new level of academic and behavioral expectations that would set a high bar for students in all areas.			
<b>Sustainability</b>	6/7/2021 - We will need to maintain high expectations in all areas and contents. - Just as the new leadership team did in 2020, we will need to review our practices from this year to evaluate successes and opportunities going into the 2020-2021 school year. - The work to dismantle past barriers and have crucial conversations about systemic racism is ongoing work. We will need to be intentional about continuing to recognize, address, and discuss systems and structures, as well as individual acts, that need to be addressed. - We will evaluate coaching caseloads and teacher assignments to ensure we are positioning our staff to have the greatest impact on student achievement. - We will continue to give students and families feedback on their performance, and provide them with actionable next steps. - We will empower students to self-reflect and take ownership. - We will work to engage parents and community members so that all stakeholders are empowered decision-makers. - Teachers will continue to receive feedback, coaching, and modeling from coaches and administration. - We will move our rebranding efforts forward.			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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<b>Effective Practice:</b>	<b>Curriculum and instructional alignment</b>
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!	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
			<p><b>Initial Assessment:</b></p> <p>A review of data, entry conversations with staff members and observations during Professional Learning Community meetings at the start of the year 2020-2021 school year revealed that there have been major lapses in prioritizing standards-aligned instruction for each subject and grade level in years past. In past years priority has not been placed on allocating available financial and human capital to ensuring that staff members have the necessary support to aid them in thoroughly acknowledging, unpacking and teaching the standards</p>	Limited Development 09/19/2016		



through high-sourced instructional protocols. In fact, there has not been any human capital specifically designated to the tasks of coaching staff members with regards to instructional alignment.

Allenbrook is currently in “persistently low-performing” status due to the lack of academic progress across the school community for the past several years. Many of the teachers on staff are considered novice and have reported that they have not received guidance to develop the necessary proficiency and efficacy with managing the complexities of the standards and the expected learning outcomes as prescribed by the State of North Carolina and the Charlotte-Mecklenburg School District.

A new principal was installed in July 2020 in alignment with efforts to move the school forward under the auspice under the provision of state legislation and the North Carolina Department of Public Instruction. As such, an instructional leadership team has been on-boarded consisting of a Dean of Instruction, facilitators and coaches. The current principal has placed a strong emphasis on developing strong protocols for PLC teams at each grade level and with each specialty area. The Dean of Instruction and coaches meet with PLC teams each day to identify and unpack standards using state and district-provided documents and exemplars. Alignment guides, pacing documents and calendars are developed and vetted and teachers spend time each day working through processes according to practices that support “backwards planning” and Data-Driven Instruction.

While we are using the district-created support documents, we are ensuring that facilitators, coaches and teachers spend time breaking apart the nuisances of these support materials in order to thoroughly internalize them as they prepare for execution at the classroom level. Facilitators and coaches provide model lessons and planning agendas that support teachers in thinking through the varied parts of the standards in order to develop a hierarchical task-analysis of the work and expected outcomes. While these practices have begun at Allenbrook, we are certainly still in a “limited development” stage as we make successive approximations and learn the expectations for instructional planning, instructional execution, response-to-instruction and student outcomes at all levels. Our mantra is that our work, while somewhat steeped in managed curriculum, must remain about data-driven instruction aligned to students’ varied entry points and individualized learning trajectories in accordance with expected learning outcomes as set forth by local and state-level governing bodies.

The school will continue these initiatives during the 2021-2022 school year. The 2020-2021 school year was the beginning of a transformation of expectations, processes, systems, and practices that will allow Allenbrook to continue on the necessary trajectory to meet the goals.

Each grade-level and content team meet daily with the instructional specialists to analyze and unpack standards. PLCs then ensure lesson materials are specific, measurable, aligned, realistic, and timely. Instructional support staff (Instructional Associates, Teacher Assistants, EC, and ESL) meet with grade-level and content area teachers and coaches to ensure instruction is aligned in all areas.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

***How it will look when fully met:***

When this indicator is fully implemented, teachers and staff will:

- Independently recognize instructional alignment, effective instructional practices and outstanding student outcomes as the number one priority for our school community, in alignment with and not in opposition to student safety and emotional well-being.
- Fully and independently, with fluency acknowledge and unpack expected learning outcomes and academic standards in alignment with local and state expectations.
- Recognize links between and across grade levels and understand and articulate their roles in ensuring that students are proficient to move to the next level.
- Internalize with fluency the curriculum supports provided by the school district that are meant to be vehicles through which the state standards are expressed.
- Identify and articulate the hidden curriculum
- Develop a sense of mutual accountability for PLC outcomes within and across grade level teams and discipline areas.
- Develop remediation, maintenance and acceleration plans in alignment with data and feedback, according to the expected learning outcomes established by the school and governing bodies.
- Determine benchmarks and exemplars for mastery, partial mastery and non-mastery of standards and consistently backwards plan to present high-scooped learning opportunities to this end.
- Present student data and outcomes that demonstrate teacher efficacy and effectiveness and that moves Allenbrook off of the state's "low performing" list

**Kimberly Vaught**

**05/31/2021**

Actions		0 of 11 (0%)		
9/14/20	Share prior data in a clear, concise and compelling data to staff members to support them in deducing that a shift in priorities is necessary, prudent and an urgent matter.		Kimberly Vaught	09/30/2021
	<p><i>Notes:</i> Principal shared comprehensive data during our back-to-school retreat. The data shared was from the past 6 years and showed trends in performance that clearly showed the need for a shift in priorities.</p> <p>Principal had individual conversations with each staff member to share data and connect to the vision.</p> <p>12.2.20- The principal and assistant principal held voluntary check-ins with each staff member prior to Thanksgiving. We discussed what is working and what needs adjustment. During our staff meeting on 11.16.20 the principal shared school data and shared how to unpack EVAAS data. The assistant principal shared Panorama SEL data. Coaches and admin share data at weekly PLC meetings.</p>			
9/14/20	Assign teachers to PLC teams for the 2020-2021 School Year.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> This was done strategically with data, diversity, and experiences in mind.			
9/14/20	Establish coaching caseloads for each PLC team.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> Every teacher and PLC has a coach. There is a 3-5 Dean of Instruction, a full-time 2-5 Math consultant, a K-2 Literacy Facilitator, and a K-1 Math Facilitator. There is also an EC Facilitator. The Assistant Principal coaches the Specials and PreK team. The Principal coaches the coaches and each staff member.			
9/14/20	Establish a master schedule that supports, promotes and prioritizes daily PLC meetings, led by a Dean of Instruction, Instructional Facilitator or Instructional Coach.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> The master schedule was created to meet the needs of all learners in a remote and blended environment. The master schedule protects daily PLC meeting time led by the Dean, Facilitators, and Coaches.			
9/14/20	Establish clear expectations for PLC meetings including norms, resources, agendas and expected outcomes.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> Norms were created by coaches and teachers and are upheld at each meeting. The coaches and facilitators hold clear and high expectations that are data-driven and connected to outcomes.			

9/14/20	Professional Development: Utilizing resources and planning documents in order to unpack learning targets and internalize curriculum materials to produce successful outcomes for students.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> At mid-1st Quarter staff meeting, the Principal shared resources and documents for unpacking standards and learning targets. Coaches work with teachers daily to plan some element of instruction. The Instructional Leadership Team meets weekly to unpack learning targets, analyze trends, and internalize curriculum materials.			
9/14/20	Professional Development: Unpacking the Expeditionary Learning Literacy Program		Kimberly Vaught	09/30/2021
	<i>Notes:</i> The Instructional Leadership Team has met weekly since May with an EL consultant. Coaches work with the teachers in weekly PLCs to unpack the curriculum.  The Master Schedule has been created with the ability to leverage extended planning times for teachers. Extended planning times were used on Wednesdays and on the last two days of the 1st Quarter. Teachers used this time to unpack the curriculum and long-range plan.			
9/14/20	Professional Development: Implementing effective response-to-instruction utilizing data, observation and a standards-alignment protocol.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> Dec. 2020- The principal provides direction and vision based on formal and informal data. The administration and instructional leadership teams utilize daily walkthrough and observation data to determine gaps and needs. Coaches then use PLC meeting time to coach on specific ways to close gaps.			
9/14/20	Professional Development: Unpacking and Aligning Math Standards to District-Supported Math Curriculum and Expected Learning Outcomes and Growth Targets for Students.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> The Master Schedule has been created with the ability to leverage extended planning times for teachers. Extended planning times were used on Wednesdays and on the last two days of the 1st Quarter. Teachers used this time to unpack the curriculum and long-range plan.  K-1 Teachers work with a Math Facilitator to unpack and align instruction. 2-5 teachers work with a full-time math consultant to unpack standards and plan aligned instruction.			

9/14/20	Participate in daily PLC meetings, focused on standards-alignment, lesson execution and prioritized strategies for growing students exponentially, closing achievement gaps and increasing academic proficiency for our school community.		Kimberly Vaught	09/30/2021
<p><i>Notes:</i> Nov. 2020- Teachers meet daily with their PLC and coach. Each staff meeting has an instructional component, in which the principal highlights trends based on data, along with targeted measures to close gaps.</p>				
9/14/20	Participate in full-day planning sessions to prepare for the next teaching cycle, focusing on acknowledging, unpacking and internalizing standards.		Kimberly Vaught	10/30/2021
<p><i>Notes:</i> Nov. 2020- Teachers use district protected planning days to prepare for teaching. The master schedule has been created with daily protected planning time. The principal has used scheduling flexibility opportunities to provide teachers with extended planning sessions to plan aligned instruction.</p>				
<b>Implementation:</b>		06/10/2021		
<b>Evidence</b>	<p>1/21/2021</p> <ul style="list-style-type: none"> <li>- Collaboration with the CMS Data Use for School Improvement Team to analyze school-wide, grade-level, and individual teacher data.</li> <li>- Daily coaching and support, along with daily protected PLC time</li> <li>- Agendas for PLC meetings</li> <li>- Historical data was shared at the start of the school year, and a variety of qualitative and/or quantitative data was shared at each meeting .</li> <li>- Each teacher was assigned a coach.</li> <li>- Early release days and teacher workdays were used for extended planning.</li> <li>- A variety of data was used, including but not limited to daily aggressive monitoring of independent work, daily exit tickets, weekly learn checks, interim assessments, screener assessments, and other formal and informal assessments.</li> <li>- Professional Development was imbedded in staff meetings and in PLCs to build capacity.</li> </ul>			

<b>Experience</b>	<p>1/21/2021</p> <ul style="list-style-type: none"> <li>- This Objective was a high leverage Objective and it required intensive support, especially early on as many teachers did not have the prior knowledge needed to accurately unpack standards and plan aligned instruction. We allocated human capital to give teachers support in this area.</li> <li>- The Instructional Leadership Team partnered with Expeditionary Learning coaches and district support to build their capacity in order to best support teachers.</li> </ul>			
<b>Sustainability</b>	<p>1/21/2021</p> <ul style="list-style-type: none"> <li>- We will build on this work next year by evaluating teacher capacity based on 2021-2022 teaching assignments and assigning caseloads and grade-levels to maximize impact on student achievement.</li> <li>- We will continue to protect time in the master schedule for unpacking standards and planning lessons.</li> <li>- We will continue to use agendas to plan PLCs</li> <li>- We will continue to partner with district support personnel to build capacity.</li> <li>- We will use early release days and workdays to prioritize unpacking standards and created extended unit plans.</li> <li>- We will need to continue to increase the rigor of the plans and instruction in order to push students to reaching their growth goals.</li> </ul>			

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>			
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<b>Effective Practice:</b>	<b>Student support services</b>			
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!	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			<p>A review of data, entry conversations with staff members and observations during Professional Learning Community meetings at the start of the 2020-2021 school year revealed that there have been major lapses in prioritizing data-driven instruction and tiered systems for response-to-instruction in a manner that is impactful. There has been a focus on the procedural, structural and mechanical aspects of MTSS. However, proper support and training for executing “treatment” protocols that are meant to serve catalysts for student growth and forward movement has been lacking. Allenbrook is currently in “persistently low-performing” status due to the lack of academic progress across the school community for the past several years. Many</p>	Limited Development 09/19/2016		

of the teachers on staff are considered novice and have reported that they have not received guidance to develop the necessary proficiency and efficacy with managing the complexities of identifying student needs and appropriately differentiating accordingly.

A new principal was installed in July 2020 in alignment with efforts to move the school forward under the auspice under the provision of state legislation and the North Carolina Department of Public Instruction. As such, efforts are being made to secure the foundation of core instruction and to identify the differentiated needs of students. Teachers are providing students with daily exit tickets and weekly checkpoints to ascertain mastery of objectives as they are being taught. Additionally, the Instructional Leadership Team has reviewed prior student data, with the understanding that this is indeed “lagging” data due to the nature of the remote learning at the close of the 2019-2020 School Year. Further, MAP assessments and the K-2 EL Benchmark assessments are being administered in order to more accurately identify students who are in need of additional support. A school psychologist is assigned to support our school 1.5 days each week. A school counselor is also being hired to support the mechanics of the MTSS process. Each grade level has been scheduled for an “Acceleration” block which is intended to provide teachers and support staff with yet another opportunity to address the needs of students in response to daily feedback and formal and informal assessments. Prior data reveals an inverted triangle as it relates to the needs of our students, with more than 80% of our students needing some level of instructional augmentation, support and scaffolding to meet grade level expectations.

These efforts will be continued during the 2021-2022 school year. The Instructional Leadership Team spent the summer analyzing data and identifying targeted areas of need at the Tier 1, Tier 2, and Tier 3 level. Students were placed in classes based on data. Student data was analyzed across subgroups to identify trends and areas for growth. A new school psychologist was onboarded last year, and she will work in collaboration with the Student Services Team to analyze data and prioritize opportunities for growth. Intervention will happen early on based on qualitative and quantitative data analysis. Student achievement and school data will be reviewed regularly to make adjustments at the core, subgroup, and individual level.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<p><b>How it will look when fully met:</b></p>	<p>When this indicator is fully implemented the following will be true:</p> <ul style="list-style-type: none"> <li>• Clear calibration of effective instructional protocols and practices will be common practice across our campus.</li> <li>• Structures for formally identifying students needing Tier 2 and Tier 3 supports will be clearly and consistently established.</li> <li>• Staff members will have the ability to integrate high-scoped strategies such as tiered questioning into core instruction in order to address the ever-emerging needs of the learners under their watch.</li> <li>• Student outcomes will demonstrate positive response to instruction in the form of exponential growth, increasing proficiency and lessening achievement gaps.</li> <li>• All teachers and support staff will articulate the standard treatment protocols and have the ability to apply these protocols with fidelity and integrity as assigned.</li> </ul>		<p>Kimberly Vaught</p>	<p>05/30/2021</p>
<p><b>Actions</b></p>		<p><b>0 of 5 (0%)</b></p>		
<p>9/14/20</p>	<p>Clearly establish baseline and core instruction (grade-level-appropriate) as the priority, noting specific for instructional fidelity and integrity.</p>		<p>Kimberly Vaught and Instructional Leadership Team</p>	<p>10/30/2021</p>
<p><i>Notes:</i> December 2020- The principal used back to school staff meetings and then subsequent staff meetings to establish the cultural and instructional vision for the school. This instructional vision and plan is aligned to state standards and district expectations. The instructional leadership team has met biweekly with an EL consultant. The coaches use weekly PLC meetings to establish baseline expectations for core instruction. The instructional leadership team uses daily/weekly walkthroughs to assess the effectiveness and fidelity of implementation.</p>				
<p>9/14/20</p>	<p>Review data (formal and informal, classroom assessments, exit tickets, MAP data, etc.) to determine students who may be in need of support beyond the differentiation provided at the classroom level</p>		<p>Kimberly Vaught and Instructional Leadership Team</p>	<p>10/30/2021</p>
<p><i>Notes:</i> Dec. 2020- A variety of data is reviewed by teachers, coaches, and the administration at different intervals to determine students who may be in need of support beyond the differentiation provided at the classroom level. Teachers use Canvas, Schoolnet, and informal and formal assessment data to monitor academic progress. Teachers also use daily exit tickets, aggressive monitoring, and individual checkins with students to assess progress. Teachers and support staff meet during PLC meetings to review the data and determine students who need additional support.</p>				



9/14/20	Develop a system for conducting formal MTSS meetings in alignment with district and state-level expectations.		Kimberly Vaught and Instructional Leadership Team	11/30/2021
<i>Notes:</i> 12/3/20- We have been reviewing a variety of data regularly. We have regular meetings to discuss core and supplemental instruction and targeted student needs. On 12/4/20, teachers, coaches, and admin will meet during PLCs to review MTSS data and plan next steps.				
9/14/20	Provide professional development for teachers and support staff on differentiated practices and MTSS protocols.		Kimberly Vaught and Instructional Leadership Team	11/30/2021
<i>Notes:</i> Coaches provide professional development weekly during PLC meetings, and the principal and administration provide professional development at staff meetings. Each staff meeting has a professional development component focused on instruction, differentiation, and MTSS.				
9/14/20	Ensure that weekly data meetings are held during PLC meetings to discuss student trends and needs for alternative instructional input.		Kimberly Vaught, Instructional Leadership Team, Te	05/30/2022
<i>Notes:</i> 12/3/20- Coaches have met multiple times per week with teachers during PLCs. During these meetings, data is reviewed to discuss trends and instructional needs. Coaches and administration give a variety of feedback throughout the week aligned to needs and action steps.				
<b>Implementation:</b>		06/10/2021		
<b>Evidence</b>	6/10/2021 <ul style="list-style-type: none"> <li>- Meeting agendas</li> <li>- Master schedule</li> <li>- Acceleration Block and Study Hall with flexible groups based on need</li> <li>- Consistent small group instruction for all students, with the lowest performing students receiving more instructional support</li> <li>- Professional Development was given in PLCs to help teachers with data analysis and instructional practices</li> <li>- Student and family conferences were held to involve students and families in the process and to ensure transparent communication</li> </ul>			

<p><b>Experience</b></p>	<p>6/10/2021</p> <ul style="list-style-type: none"> <li>- The first step we had to take to meet this objective was to ensure that we had aligned and appropriately rigorous core instruction. The leadership team spent time analyzing data to determine a hierarchy of needs. We established this baseline, and coaches worked with teachers daily to ensure alignment, fidelity, and integrity of implementation. The Instructional Leadership team evaluated data on a weekly basis to identify trends and make necessary adjustments. An "Acceleration Block" was created to provide differentiated support.</li> </ul>				
<p><b>Sustainability</b></p>	<p>6/10/2021</p> <ul style="list-style-type: none"> <li>- We will continue to do this next year during PLCs. We will need to be intentional about looking at the right data and making the necessary adjustments.</li> <li>- We will continue to adjust small groups and intensive instruction based on data.</li> <li>- Clear standard treatment protocols will be established.</li> <li>- We hope to have our school psychologist to be split between two schools instead of three, so she will be able to increase her support with the standard treatment protocol.</li> <li>- We will onboard a school counselor to support in this work.</li> </ul>				
<p><b>KEY</b></p>	<p><b>A4.06</b></p>	<p><b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b></p>	<p><b>Implementation Status</b></p>	<p><b>Assigned To</b></p>	<p><b>Target Date</b></p>
<p><b>Initial Assessment:</b></p>	<p>In past years there has been a focus on building systems and structures of compliance and a prioritization of socio-emotional learning without necessarily linking this work to the ultimate goal of establishing positive learning environments as the foundation for strong academic outcomes for students that lead to self-empowerment and improved lifelong outcomes in the future. Based upon anecdotes from teachers and a review of data and programming, many of the strategies used have been focused on external measures, prioritizing the on-boarding of human capital to maintain order and provide counseling for students in need. Students have been encouraged to comply with rules, procedures and expectations through external reinforcers that have not necessarily led to them developing the ability to independently self-monitor and self-regulate in order to take on mutual accountability for the learning environment. Just prior to the start of the school year, a theme arose as staff members were concerned about their ability to successfully establish and maintain high expectations for students without the support of behavior modification technicians. This was the direct result</p>	<p>Limited Development 09/19/2016</p>			

of the decision made by the incoming leadership team to re-prioritize staffing to ensure that instructional coaches are on boarded to support with building faculty and staff capacity to grow as instructionalists through the establishment of positive and student-centered learning environments, with high expectations for academic and behavioral outcomes at the core of all that is said and done.

A new principal was installed in July 2020 in alignment with efforts to move the school forward under the auspice under the provision of state legislation and the North Carolina Department of Public Instruction. At the start of the 2020-2021 and 2021-2022 School years, instructional facilitators/coaches supported classroom teachers in establishing routines and procedures for the remote learning environment that are easily transferable to the brick and mortar building. Teachers are re-establishing relationships with students and families in a remote learning setting and communicating high expectations for: attendance, participation, engagement, work standards, collaboration, on-task behavior, submitting assignments, problem solving and conflict resolution. Additionally, conversations are ongoing about the impact of systemic structures such as racism and poverty and the impact that these structures have on the socioemotional states of students and adults alike. Teachers are held highly accountable by the current principal for communicating high expectations for students while still maintaining a keen awareness of the social influences that might indeed inform behaviors and responses. Observations of the remote learning environments reveal that teachers are still working to consistently maintain awareness of the happenings of the learning environment while responding in real-time in a manner that maintains the dignity of the student while holding them highly accountable. Administrators, facilitators and teachers are all heavily engaged in monitoring learning environments and establishing high expectations through modeling, reminding, resetting and onboarding parental support.

In past years the school has implemented the Caring Schools, even above instructional protocols. The current leadership team is continuing to work to devise strategies for continuation of this program in alignment with district expectations. However, a reprioritization of some of the structures that have hindered academic outcomes for students are under evaluation and may need modification moving forward. Two fifteen-minute blocks have been strategically scheduled at the start and end of each school day for teachers to connect with students prior to beginning and ending instruction for the day.

These efforts will continue during the 2021-2022 school year. The reprioritization that took place last year will be continued and adjusted where necessary. Teachers and coaches imbed questions into daily lessons and activities that them to assess students' emotional states. The master schedule was adjusted to allow for morning work time, which allows teachers to monitor and support students on an individual basis. The final 15-minutes of each day is reserved for a grade-level read aloud. This allows the teacher and staff to facilitate students making connections between the content and their lives. An experienced counselor has been onboarded to lead the Student Services Team in analyzing Panorama and other relevant.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

**How it will look when fully met:**

When this indicator is fully implemented the following will be true

- Teachers and support staff will consistently demonstrate the ability to identify and articulate systems and structures that may indeed be the root causes of socio-emotional gaps that appear amongst our student population.
- Teachers will directly teach a systematic program as a vehicle to support students in regulating their emotions, feelings and their ability to develop self advocacy, voice and agency.
- Teachers will expect that students can and will learn to self-regulate through a progressive model that moves from directive feedback to individual critiques and self-checks
- Teachers will interdependently recognize, call-out and abolish overt and covert practices, protocols and and structures that are steeped in systemic racism.

Evidence to reflect full implementation could include disciplinary data, pre/post data, student/staff surveys, social emotional lesson plans, curriculum resources, tiered plans, etc.

**Objective Met  
06/10/21**

**Kimberly Vaught**

**05/30/2021**

**Actions**

9/14/20 Prioritize daily time in the master schedule for socio-emotional teaching and learning.

Complete 08/14/2020

Kimberly Vaught and Instructional Leadership Team

09/30/2020

Notes: 12/3/20- The master schedule has morning SEL time built in to start each day.

9/14/20	Weekly/Bi-Weekly phone calls to parents to discuss student progress related to socio-emotional growth, academic progress and additional supports/interventions needed accordingly.	Complete 09/30/2020	Teachers/ Special Area Team	09/30/2020
<i>Notes:</i> 12/3/20- From August through October 19th, specials teachers and grade-level teachers made weekly phone calls to families to assess needs and discuss progress. Teachers, coaches, and administration call families as needed to discuss progress and additional supports.				
9/14/20	Prioritize Training and implementation of Caring School Community in alignment with the current trajectory, path and vision of Allenbrook Elementary School	Complete 10/30/2020	Kimberly Vaught and Instructional Leadership Team	10/30/2020
<i>Notes:</i> 12/3/20- The school is implementing Caring Schools through morning SEL time. Caring Schools is who we are. We establish a culture of care through the communication of high expectations paired with accountability and support.				
9/14/20	Host opportunities for parents and students to provide feedback about the progress of the school and how happenings at the school may bolster or detract from the socio-emotional wellness of students-at-large.	Complete 05/30/2021	Kimberly Vaught	05/30/2021
<i>Notes:</i> 12/3/20- During weekly phone calls from August-October parents were given the opportunity to provide feedback and discuss needs with staff. Parents participate in monthly SIT meetings to provide perspective and feedback. Quarterly conferences are held with students and parents.				
9/14/20	Continue crucial conversations about systemic structures and platforms that impact socioemotional development.	Complete 05/30/2021	Kimberly Vaught	05/30/2021
<i>Notes:</i> 12/3/20- We started the year with speakers who focused on laying the foundation to have crucial conversations about systemic racism and structures that impact our students. The new principal re-wrote the vision and mission to specifically name this as a focus area. We have regular conversations during staff meetings and as needs arise.				
<b>Implementation:</b>		06/10/2021		
<b>Evidence</b>	6/10/2021 <ul style="list-style-type: none"> <li>- Daily morning and afternoon SEL time</li> <li>- SEL is infused in all that we do</li> <li>- Student-led conferences</li> <li>- regular communication with students and families</li> <li>- Panorama survey implementation</li> <li>- Funds allocated to train staff on anti-racism work</li> <li>- regular School Improvement Team meetings</li> <li>- open feedback opportunities through conferences, drive-thru events, and phone calls</li> </ul>			

	<b>Experience</b>	<p>6/10/2021</p> <ul style="list-style-type: none"> <li>- Pursuing this Objective required all staff to conduct honest personal and school-level reflections on how individual actions and oppressive systems have hindered the progress of our students.</li> <li>- We had to be intentional about shifting from compliance-based behavior systems, to practices that would help build student capacity for self-empowerment.</li> <li>- The focus was developing relationships that would allow students to see their own potential, and for them to connect their actions and performance to their long-term goals.</li> <li>- Staff engaged in self-identification and analysis of practices that could be root-causes of social-emotional gaps.</li> </ul>			
	<b>Sustainability</b>	<p>6/10/2021</p> <ul style="list-style-type: none"> <li>- We will need to continue to hold crucial conversations about systemic racism as this is ongoing work.</li> <li>- Continue to prioritize SEL as part of what we do, not something separate.</li> <li>- We will continue to engage parents in formal and informal conversations and using a variety of platforms (surveys, conversations, etc.)</li> </ul>			
<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

A new principal was installed in July 2020 in alignment with efforts to move the school forward under the auspice under the provision of state legislation and the North Carolina Department of Public Instruction. At the end of the 2020-2021 school year, the school held a drive-thru event to distribute necessary transition materials to students and families. The administration also assisted the 5th grade families in registering for middle school. At the start of the 2020-2021 and 2021-2022 School Years, the principal reviewed teacher and student data to make determinations about grade level placements as well as classroom assignments. Teachers have been assigned to coaches in K-2 and 3-5 cohorts to promote opportunities for vertical articulation and to promote sustainable systems and language as students progress from one grade level to the next. The kindergarten and 5th grade teams have been restructured to support the important transition for students at those grade levels. Additionally, Communities in Schools remains on board to support the needs of students in grades 3-5 as they begin the process of transitioning from elementary school to middle school. Classroom teachers will have one-on-one Zoom meetings with each parent to determine student needs and to gather information about prior educational/academic history. Additionally at the start of the school year the principal established two new traditions: Allenbrook's Annual Back to School Dinner and a Kindergarten "Boo Hoo" breakfast to help parents and students transition into their new school year and classrooms/grade levels.

Limited Development  
10/16/2017

<b>How it will look when fully met:</b>	<p>When this indicator is fully implemented the following will be true:</p> <ul style="list-style-type: none"> <li>• Pre-K teachers will work closely with kindergarten teachers to ascertain curriculum priorities, academic and behavioral expectations and opportunities for collaboration in order to promote a seamless transition from Pre-K to Kindergarten.</li> <li>• The second grade team will have opportunities for vertical articulation with the third grade team as students prepare to matriculate from primary grades to intermediate grades.</li> <li>• The school counselor and administrative team will ensure that 5th grade students and families have the opportunity to select programs and schools that best meet the needs of their children by collaborating with the Magnet Office and Student Placement.</li> <li>• 5th Grade transition to Middle School will be a priority of the school counselor in order to ensure a seamless transition from elementary to middle school for our rising 6th grade students.</li> <li>• The school will have entry conferences with parents to determine prior experience and student needs moving forward.</li> </ul>		Kimberly Vaught	12/20/2021
<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/14/20	Host BOY conferences with each parent.		Teachers	10/30/2021
<i>Notes:</i> 12/3/20- BOY conferences were held via zoom or phone calls with each parent.				
9/14/20	Assign the counselor to manage transition activities and to build a written transition plan for the transition from Pre-K to K, 2nd grade to 3rd grade and 5th grade to middle school.		Kimberly Vaught and School Counselor	12/20/2021
<i>Notes:</i> 6/10/21- We are onboarding a counselor, and one of their primary objectives will be to develop this written transition plan to help students transition back from summer and into the next grade level in August. Transition plans will also be developed and executed at different intervals.				
9/14/20	Develop opportunities for teachers to have vertical articulation conversations across grade level cohorts.		Kimberly Vaught and Instructional Leadership Team	05/30/2022
<i>Notes:</i> 12/3/20- Teachers have had formal and informal articulation conversations across grade level cohorts twice formally, and during other times informally. Formal planning and articulation conversations have been held each quarter with K-2 and 3-5 grade bands.				
<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>		
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>		



	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
		<i>Initial Assessment:</i>	<p>The Title I Department in CMS works in collaboration with the Learning Community Superintendents and Executive Directors to schedule and set agendas for individual meetings with principals of Focus, Priority and Low Performing schools in this planning year. The meetings included specific requirements identified under the current state (low performing) and federal regulations (Focus and Priority), utilization of funds in alignment with a rigorous plan for improvement, and requirements for engaging stakeholders in the process. Principals meet with their School Leadership Teams (SLT) to review their comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Learning Community facilitates SLT meetings, and provides stakeholders additional information to help in decision making for low performing schools. The Title I team includes a Title I Director and Specialist to support Priority and Focus schools, can facilitate the SLT team meetings, if requested; and will coordinate and align technical assistance to identified schools with Learning Community staff, and review and approve plans and budgets for state approval. Going forward in the 2017-2018 school year, the Title I Office will meet with each school principal quarterly to review spending and alignment to Priority or Focus plan goals, strategies, and available data. Learning Community representatives will meet with schools with Low Performing state Status monthly. Title I Office will attend one SLT meeting monthly as a member of the school's SLT team for Focus or Priority schools. Title I Office will provide training in NCStar to principals and process managers in September and January in coordination with NCDPI training and will provide coaching comments monthly with constructive feedback to Priority and Focus schools in NCStar as they document and review their implementation progress of their strategic plan.</p> <p>This support structure will continue during the 2021-2022 school year. The school has a district support person assigned to ensure alignment and compliance.</p>	<p>Limited Development 09/23/2016</p>		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>At full implementation, district efforts and resources are aligned with school improvement plans and progress towards school goals is notable. The District Title 1 office, Learning Community leaders, and school SLT work together during monthly SLT meetings and between these meetings, as needed, to accomplish school improvement tasks. Multiple efforts are made to communicate about each upcoming SLT meeting so that stakeholders have opportunities to add items to the agenda and to prepare to report out on the progress with tasks. During each meeting, the LEA representatives will ask questions to help the team broaden their perspective on current challenges and solutions - making sure to include District and State resources and applicable research and evidence-based practices. Decisions will be made by the SLT using a variety of methods - tailored to the decision's impact - vote, consensus, etc. By the end of each meeting, the LEA representatives will ask questions to ensure that the school improvement work is adequately and most effectively distributed.</p> <p>Stakeholder input into the agenda and the discussion will be evidenced by the agenda notes - attending to how the monitoring of the indicators progresses school improvement and stakeholder input in the decision (via voting, etc). Tasks will be closed out due to completion, some tasks will be amended or added due to reassessed school needs, and evidence of progress reported by the school will match the 'Full Implementation' indicators written by the school. Evidence of school improvement progress will be discussed and noted on each meeting Agenda.</p>			<b>Kimberly Vaught</b>	<b>05/31/2022</b>
<b>Actions</b>			<b>1 of 3 (33%)</b>		
10/24/18	Utilize the Indistar platform to track SLT progress toward established goals and actions		Complete 05/31/2021	Kimberly Vaught	05/31/2021
	<i>Notes:</i> 12/3/20- The principal and assistant principal use the Indistar platform to track SIT progress. The learning community representative provides support.				
10/24/18	Invite district representatives to SLT meetings.			Kimberly Vaught	05/31/2022

Notes: 12/3/20- Our Learning Community Continuous School Improvement specialist has attended our SIT meetings and has our upcoming meetings on her calendar.

10/24/18 Post SLT meeting schedule, agenda and minutes on the school website.

Kimberly Vaught

05/31/2022

Notes:

**Implementation:**

06/10/2021

**Evidence**

6/10/2021  
 - The meetings and minutes were posted on Indistar and communicated through Remind, Website, Connect Ed, and teacher communications  
 - Meeting agendas and minutes  
 - SLT meetings were open to the public so all community members had an opportunity to engage and give feedback.  
 - We engaged 100% of families through a variety of methods.  
 - The district and learning community representatives provided support and presence during SLT meetings and as requested.

**Experience**

6/10/2021  
 We have established a School Leadership Team that meets twice per month and invites district representatives as needed to engage in our school improvement planning efforts. This has included ELL staff, MTSS coordinator, Indistar representative, etc.

**Sustainability**

6/10/2021  
 - As we plan for 2021-2022, we will work with our new School Leadership/Improvement Team to evaluate successes and opportunities from 2019-2020, and consider these factors when planning.  
 - A main goal is to continue to build parent capacity so all families feel empowered to be active participants in their child's educational experience.

!

KEY

**B1.03**

**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)**

**Implementation Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

A new principal was installed in July 2020 in alignment with efforts to move the school forward under the auspice under the provision of state legislation and the North Carolina Department of Public Instruction. As such a new Instructional Leadership Team is in place in accordance with the school turnaround efforts that are underway. The members of the team have a proven track record of being able to coach teachers at all levels and from varied entry points to produce outstanding achievement gains for students. T Thus, many meetings are held outside of the bell schedule at this juncture in order to ensure that daily PLC meetings, modeling and strategic coaching is taking place while students are actually with teachers, remotely or in-person. The team prioritizes a “boots-on-the-ground” approach and capitalizes on face-time with teachers during the greater portion of the school day. This team meets in some format almost every day to calibrate, get updates and deploy support and intervention to staff and classrooms as appropriate.

The principal has clearly established the expectation of project managers within the ranks of this Instructional Leadership Team. The team is primarily made up of instructional coaches in an effort to assist teachers with building their efficacy of instruction and their impact on student outcomes as measured by state and local assessments.

In addition to the Instructional Leadership Team, we also have onboarded teachers from every grade level and representatives from each department and specialty team to be a part of our School Leadership Team. The School Leadership Team is made up of staff members and parents who are in the process of working together to provide input on school turnaround efforts and to gather information for programming and prioritization of resources moving forward.

These processes will be continued during the 2021-2022 school year. In April of 2021 the school elected SLT members for the 2021-2022 school year in compliance with Policy CFDA. We are continuing to build the capacity of our School Improvement Team.

Limited Development  
09/19/2016

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	When this indicator is fully implemented the following will be true: <ul style="list-style-type: none"> <li>• Meeting norms, dates and times will be clearly established</li> <li>• Agendas for meetings will be shared ahead of time, although these may be fluid and flexible depending on the current context and realities of the greater community.</li> <li>• Representatives from varied perspectives will be on-boarded to the table.</li> <li>• Minutes will be kept and shared as appropriate</li> <li>• Progress will be benchmarked according to established goals</li> <li>• Common/shared decision making will be prioritized, with the principal reserving the right to lead the decision making process as he/she may have confidential insight related to personnel matters or other “sealed” information.</li> <li>• Academic outcomes will be tied to the leadership that launched from these meetings and conversations that ultimately landed in the execution of impactful lessons at the classroom level.</li> </ul>			<b>Kimberly Vaught</b>	<b>05/30/2021</b>
<b>Actions</b>			<b>0 of 3 (0%)</b>		
9/14/20	Establish a consistent time for the School Leadership Team to meet that supports both staff and parents. Revisit at the mid-year to determine if calibration is needed.			Kimberly Vaught and Instructional Leadership Team	10/30/2021
	<i>Notes:</i> We have had two meetings per month to this point, and they have been at varying times. We are working on creating a consistent meeting time, and we are going to do this and revisit this prior to winter break.				
9/14/20	Continue to meet with ILT to calibrate, review data and determine the efficacy of the instructional platform at Allenbrook Elementary School.			Kimberly Vaught and Instructional Leadership Team	10/30/2021
	<i>Notes:</i> ILT meets in some form every day. Agendas/notes will be kept in Google Drive.				
9/14/20	Meet with the School Leadership Team monthly. Meetings will be led by the chair/vice chair. The agendas will be collaboratively developed between the principal and the chair.			Kimberly Vaught and Elected Chair	05/30/2022
	<i>Notes:</i> 12/3/20- The School Improvement Team meets at least once per month to discuss successes and areas for improvement.				
<b>Implementation:</b>			06/10/2021		

<p><b>Evidence</b></p>	<p>6/10/21  - Meeting Agendas and minutes  - Remind invitations  5/7/2019  School Leadership Team meeting agendas/minutes housed in the Indistar platform.  Indistar indicator updates (current state, modified actions, added actions, etc.).</p>			
<p><b>Experience</b></p>	<p>6/10/21  - Full implementation has been met.  - The foundation has been established with a representative sample of parents that have committed to serving on our School Improvement Team next year.  5/7/2019  To achieve full implementation, school administration identified members to join the team. Twice monthly team meetings were scheduled and shared on the school master calendar. Over the course of the year, the team has increased the use of the Indistar platform to drive the school improvement conversation. Each meeting includes a review of a specific Indistar indicator, assessment of current state, and monitoring of progress.</p>			
<p><b>Sustainability</b></p>	<p>6/10/21  - The School Leadership/Improvement Team will continue to meet regularly (at least 2x per month) with members of the school community to analyze data and set goals for continuous improvement.  - We will continue to ensure alignment of our School Improvement Team meetings with highest priority needs.  - We will continue to be flexible with the format for meetings (Virtual, in-person, etc.) to allow for maximum parent participation.  - We will be intentional about creating a safe space for parents to participate.  5/7/2019  Moving forward, we need to continue to include full representation of our school community on the leadership team. We need to schedule all meetings in advance and communicate meeting dates/times on the master calendar. Continued use of the Indistar platform should guide our work.</p>			

Effective Practice:			Distributed leadership and collaboration	Implementation Status	Assigned To	Target Date
!	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)			
<i>Initial Assessment:</i>			<p>Over the past two years, a priority has not been placed on the PLC process. Coaching and facilitator positions were not prioritized and based on entry conversations, teachers primarily planned lessons independently.</p> <p>A new principal was installed in July 2020 in alignment with efforts to move the school forward under the auspice under the provision of state legislation and the North Carolina Department of Public Instruction. As such, instructional coaches are assigned to lead PLC meetings to facilitate instructional planning Monday-Thursday of each week. Teachers have one hour of committed instructional planning time (led by an experienced coach) each day as historical data provides evidence that teachers need additional support with planning standards-aligned instruction that produces positive student learning outcomes. The coaches are responsible for creating the shells of the agendas and teachers are expected to come to planning having started the processes of previewing resources and delving into the standards on the agenda. Members of our Instructional Support Team attend planning sessions in order to be able to better support students who receive specialized services with accessing the general curriculum. Modeling, unpacking standards, data disaggregation and curriculum internalization are all facet of the work that our instructional teams do during planning sessions.</p>	Limited Development 09/19/2016		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>	<p>An effective and comprehensive teaming structure will be in place when this is fully implemented. This teaming structure should address all elements of school improvement. The teaming structure includes a Leadership Team including the principal and representatives from other teams (grade levels, student services, instructional support, etc.). The Leadership Team meets twice a month or more and seeks the input of others on the team. The Leadership Team serves as a conduit of communication and shares in decisions of real substance pertaining to curriculum, instruction, assessment and professional development. This team should regularly look at school performance data to make decisions about school improvement teams. Additionally, teacher instructional teams should be organized by grade level/subject area. The instructional teams meet regularly (at least once a week) in sufficient blocks of time to develop and refine units of instruction and review data. A School Community Council including the principal, teacher representative, counselor, parent liaison, and parents would be in place. The majority of members of the SCC are parents of currently enrolled students who are not also employees of the school and meets regularly (twice a month or more). The SCC should be organized with a constitution and by-laws. All of these teams should prepare agendas in advance of their meetings and maintain official minutes.</p> <p>These processes will be continued during the 2021-2022 school year. Teams and PLCs meet daily and each team member has an assigned duty. In order to demonstrate full implementation, team structure documents as well as meeting agendas and minutes would be available. Teams and PLCs meet daily and each team member has an assigned duty.</p>			<b>Kimberly Vaught</b>	<b>05/27/2021</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
9/14/20	Develop a master schedule that prioritizes daily PLC Meetings.			Kimberly Vaught	08/30/2021
	<i>Notes:</i> 12/3/20- The master schedule includes protected time for daily PLC meetings.				
9/14/20	Provide on-going professional development to build the capacity of teachers to take on greater leadership roles during PLC planning meetings.			Kimberly Vaught and Instructional Leadership Team	05/30/2022



*Notes:* The Instructional Leadership Team meets informally daily, and formally weekly, to discuss data, trends, and opportunities. Teachers are given daily coaching that builds their capacity to take on leadership roles now and in the future.

<b>Implementation:</b>		06/10/2021		
<b>Evidence</b>	<p>6/10/2021</p> <ul style="list-style-type: none"> <li>- Every teacher received daily planning with the instructional coach</li> <li>- teachers and teams met daily to plan and analyze data</li> <li>- PD was provided whole staff, in PLCs, and in individual coaching sessions.</li> <li>- Instructional Associates met with Instructional Coaches to receive Professional Development aligned to their support schedules.</li> <li>- Instructional Associates received a series of Professional Development sessions from a Expeditionary Learning Curriculum Coach</li> </ul>			
<b>Experience</b>	<p>6/10/2021</p> <ul style="list-style-type: none"> <li>- This objective has been fully met.</li> <li>- Planning times and duties were clearly established and protected by the master schedule.</li> </ul>			
<b>Sustainability</b>	<p>6/10/2021</p> <ul style="list-style-type: none"> <li>- We will continue to protect daily planning time in the master schedule</li> <li>- We will continue to provide teachers with differentiated coaching and PD, which will continue to build teacher capacity in content and best practices</li> </ul>			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>				
<b>Effective Practice:</b>		<b>Monitoring instruction in school</b>				
<b>!</b>	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

**Initial Assessment:**

A review of data, entry conversations with staff members and observations during Professional Learning Community meetings at the start of the year revealed that there have been major lapses in prioritizing standards-aligned instruction for each subject and grade level in years past. In past years priority has not been placed on allocating available financial and human capital to ensuring that staff members have the necessary support to aid them in thoroughly acknowledging, unpacking and teaching the standards through high-scoped instructional protocols. In fact, there has not been any human capital specifically designated to the tasks of coaching staff members with regards to instructional alignment. Allenbrook is currently in “persistently low-performing” status due to the lack of academic progress across the school community for the past several years. Many of the teachers on staff are considered novice and have reported that they have not received guidance to develop the necessary proficiency and efficacy with managing the complexities of the standards and the expected learning outcomes as prescribed by the State of North Carolina and the Charlotte-Mecklenburg School District.

A new principal was installed in July 2020 in alignment with efforts to move the school forward under the auspice under the provision of state legislation and the North Carolina Department of Public Instruction. As such, an instructional leadership team has been on-boarded consisting of a Dean of Instruction, facilitators and coaches. The current principal has placed a strong emphasis on developing strong protocols for PLC teams at each grade level and with each specialty area. The Dean of Instruction and coaches meet with PLC teams each day to identify and unpack standards using state and district-provided documents and exemplars. Alignment guides, pacing documents and calendars are developed and vetted and teachers spend time each day working through processes according to practices that support “backwards planning” and Data-Driven Instruction. The principal places high priority on coaching and feedback and manageable and sustainable caseloads have been developed in alignment with these priorities. Teachers and support staff members receive feedback during one-on-one classroom visits, PLC meetings and staff meetings. Instructional coaches regularly meet with teachers to model expectations and to determine priorities for instructional feedback. Additionally, all certified teachers will be observed and evaluated under a comprehensive observation cycle during the 2020-2021 School Year.

While we are using the district-created support documents, we are ensuring that facilitators, coaches and teachers spend time breaking

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apart the nuisances of these support materials in order to thoroughly internalize them as they prepare for execution at the classroom level. Facilitators and coaches provide model lessons and planning agendas that support teachers in thinking through the varied parts of the standards in order to develop a hierarchical task-analysis of the work and expected outcomes. While these practices have begun at Allenbrook, we are certainly still in a “limited development” stage as we make successive approximations and learn the expectations for instructional planning, instructional execution, response-to-instruction and student outcomes at all levels. Our mantra is that our work, while somewhat steeped in managed curriculum, must remain about data-driven instruction aligned to students’ varied entry points and individualized learning trajectories in accordance with expected learning outcomes as set forth by local and state-level governing bodies. The principal clearly understands that the school is in the infancy stages of school-turnaround and as such strategic support, coaching, monitoring and feedback is paramount. The principal is highly visible, accessible and engaged throughout the school community.

These actions will be continued during the 2021-2022 school year. At the beginning of the year, the Instructional Leadership Team will align and calibrate using the CMS Core Action documents. The Instructional Leadership Team will meet regularly to discuss trends, successes, and opportunities.

Priority Score: 3

Opportunity Score: 3

Index Score: 9

<b>How it will look when fully met:</b>	<p>In addition to what is already taking place the principal and Instructional Leadership Team will:</p> <ul style="list-style-type: none"> <li>• Continue to be immersed in opportunities to discover best practices, especially as it relates to comprehensive school reform, distance learning and response to instruction</li> <li>• Provide professional development with regards to the instructional protocols that have been set in place</li> <li>• Monitor student performance across time and space to ensure positive matriculation</li> <li>• Maintain accountable relationships with all staff members, prioritizing the emotional well-being and academic achievement of every student above all else .</li> <li>• The principal and other instructional leaders will continue to utilize the CMS "Instructional Excellence Look Fors" to ensure feedback to teachers aligns to the CMS trio documents (What Matters Most, The CMS Way, and We are Ready).</li> </ul>		Kimberly Vaught	05/10/2021
<b>Actions</b>		<b>0 of 3 (0%)</b>		
9/14/20	Provide teachers with specific feedback that is actionable and timely through modeling, coaching and co-teaching. Utilize the CMS's core documents as a foundation for these opportunities.		Kimberly Vaught and Instructional Leadership Team	05/30/2022
	<i>Notes:</i> Coaches and administration provide specific and actionable feedback weekly to all teachers. Modeling is provided in-the-moment and during PLCs. Feedback is aligned to CMS core actions documents and research-based best practices.			
9/14/20	Calibrate with the Instructional Leadership Team to develop professional development in alignment with student outcomes, walkthrough data, and feedback from PLC meetings.		Kimberly Vaught	05/30/2022
	<i>Notes:</i> The SIT analyzes data and discusses professional development opportunities. Professional development is strategic and has an "inside-out" focus in alignment with the vision.			
9/14/20	Conduct formal observations, informal classroom visits and walkthroughs and PLC visits to determine opportunities for coaching with the Instructional Leadership Team and teachers.		Kimberly Vaught	05/30/2022
	<i>Notes:</i> The principal and assistant principal conducted formal observations of all staff during 1st quarter. The Instructional Leadership Team conducts daily informal virtual and in-person walkthroughs to determine opportunities for coaching. Coaching conversations are held individually and collectively during PLC meetings.			
<b>Implementation:</b>		06/10/2021		

<b>Evidence</b>	6/10/2021 - Instructional coaches and administration were present in weekly PLC meetings - Instructional coaches were present in classrooms daily, providing feedback, monitoring, and support - The Instructional Leadership Team, administration, and School Improvement Team collaborated multiple times per month to calibrate and plan			
<b>Experience</b>	6/10/2021 - This objective has been fully met. - Instructional Coaches provided a level of support that was not present in previous years.			
<b>Sustainability</b>	6/10/2021 - The principal and instructional leadership team will continue to monitor curriculum implementation and classroom instruction and provide regular feedback - We will continue to work with CMS district support specialists to ensure our efforts are aligned to state and district goals - We will analyze data from the 2020-2021 school year and use this data to set goals for the 2021-2022 school year			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Quality of professional development</b>
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KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
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**Initial Assessment:**

A new principal was installed in July 2020 in alignment with efforts to move the school forward under the auspice under the provision of state legislation and the North Carolina Department of Public Instruction. As such, an instructional leadership team has been on-boarded consisting of a Dean of Instruction, facilitators and coaches. The current principal has placed a strong emphasis on developing strong protocols for PLC teams at each grade level and with each specialty area. Prior to the onset of the school year, the principal worked with the Data Use for School Improvement Team to delve deeply into the historical performance data of the school. As such, priorities for school improvement (including staffing and alignment of instructional protocols) were established. The principal continued to delve into historical data, dating back six school years to determine trends and opportunities for growth and the implementation of sustainable practices that would increase academic outcomes for students. Staffing and classroom rosters have been developed using prior data and aligning this information to the goals set forth by the school district. Goals for the school community have been established using historical data as a baseline. At the start of the school year, the principal led the staff in a 6-day retreat based upon the trends that emerged from the data as well as themes that were gathered in one-on-one conversations with staff members. The principal led staff members through a data walk that consisted of conducting root cause analyses and determining next steps for our school community. The Instructional Leadership Team determines PLC priorities each week as well as coaching opportunities based on the data that is gathered.

The principal and the Instructional Leadership Team regularly visit classrooms to determine next steps for professional development. During the 2020-2021 School Year, the Instructional Leadership Team met regularly to review data and make decisions about instructional practices, the alignment of human capital and strategies for ensuring that students are moving along their individualized instructional trajectories.

These actions will be continued during the 2021-2022 school year. The Instructional Leadership Team will use the beginning of the year walks to assess strengths and identify PD opportunities.

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<p><b>How it will look when fully met:</b></p>	<p>In addition to what is already taking place the principal and Instructional Leadership Team will:</p> <ul style="list-style-type: none"> <li>• Support teachers and support staff in building their capacity to flexibility utilize a Data-driven approach when attending to the needs of individual students, cohorts of students and our student body at-large</li> <li>• Utilize data across the school year to inform continuous and comprehensive school improvement</li> <li>• Align priorities and allocate resources to the trends that emerge from on-going data reviews</li> <li>• Continue to review school improvement priorities and make adjustments according to the goals and expected outcomes set forth</li> <li>• Track, disaggregate, and respond to data based on subgroups, cohorts and trends that emerge</li> <li>• Integrate performance management data and student outcome data and utilize the intersections to make decisions about curriculum, professional development, and alignment of human capital to student needs in our school community</li> <li>• Work with stakeholders from all levels (Learning Community Title 1 office, Office of Accountability, etc). to ensure that resources and priorities are aligned according to the needs and anticipated needs of the learners and staff members under the principal's watch.</li> </ul>		<p><b>Kimberly Vaught</b></p>	<p><b>12/20/2021</b></p>
<p><b>Actions</b></p>		<p><b>0 of 7 (0%)</b></p>		
<p>10/24/18</p>	<p>Develop and implement assessment calendar that includes universal screening, benchmark, diagnostic, and progress monitoring assessments.</p>		<p>Kimberly Vaught and Instructional Leadership Team</p>	<p>09/30/2021</p>
<p><i>Notes:</i> 12/3/20- We administered the Fall MAP assessments to all students for the universal screener in alignment with CMS expectations. We have also administered EL benchmark assessments. We use standards and district-aligned checkpoints and exit tickets.</p>				
<p>9/29/19</p>	<p>Roll out teacher data binders. Teachers collect key data points (academics, behavior, attendance) and utilize the data in Integrated Data Based Problem Solving meetings.</p>		<p>Demetrus McDaniel and Instructional Leadership Tea</p>	<p>10/30/2021</p>
<p><i>Notes:</i> 12/3/20- With the guidance of instructional coaches and administration, teachers collect a variety of data on a daily basis. This qualitative and quantitative data is used to identify problems and possible solutions.</p>				

9/29/19	Identify a data point of focus for each SLT meeting. Use this team structure to problem solve around the data point and make suggestions for initiatives at core, supplemental or intensive.		Kimberly Vaught and Instructional Leadership Team	10/30/2021
<i>Notes:</i> 12/3/20- The principal and Instructional Leadership Team use data to determine the focus of SIT meetings, staff meetings and PLC meetings.				
9/29/19	Create a data tracker to compile culture leading indicator data (attendance, behavior, SEL, parent survey). Update tracker weekly. Utilize data in the tracker to drive team meetings - Student Services Team, SEL/Behavior Team, Attendance/Engagement Team, MTSS, Admin Team.		Demetrus McDaniel and Instructional Leadership Tea	12/20/2021
<i>Notes:</i>				
9/29/19	Collaborate with data specialists from the Office of Accountability to improve data utilization (EVAAS, MAP, NC Check In, Istation) and response.		Kimberly Vaught and Instructional Leadership Team	05/30/2022
<i>Notes:</i> 12/3/20- The CMS Data Use for School Improvement Team (DUSI) has collaborated with the principal and the instructional leadership team to synthesize data, identify trends, and determine opportunities.				
10/24/18	Collect weekly progress monitoring data to monitor implementation of action plans aligned to data and progress of students.		Demetrus McDaniel and Instructional Leadership Tea	05/30/2022
<i>Notes:</i> 12/3/20- Daily assessments are used in class, along with weekly progress monitoring data.				
10/24/18	Include data discussion in SLT meetings.		Kimberly Vaught	05/30/2022
<i>Notes:</i> 12/3/20- Relevant data is discussed at each SIT meeting.				

<b>Core Function:</b>		<b>Dimension C - Professional Capacity</b>				
<b>Effective Practice:</b>		<b>Talent recruitment and retention</b>				
<b>!</b>	<b>KEY</b>	<b>C3.04</b>	<b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			During the 2017-2018 School Year, Allenbrook experienced what may be referred to a school culture "crisis." As such, a major focus was placed on incentivizing staff members and overhauling behavioral and socio-emotional supports for students. However, to this end, academic decline became even the more pronounced as the former administration focused on retaining teachers, at the expense of instituting accountability for student outcomes and high expectations for students and families.	Limited Development 09/23/2016		



In alignment with the vision of our Superintendent, the principal has immersed staff members in professional development opportunities that are steeped in building the capacity of staff to grow in cultural competency as together we ensure that we demolish structures that support systemic racism and classroom practices that perpetuate low expectations for students of color and ultimately lead to the perpetually low academic achievement status that Allenbrook has been in for more than 5 years. Conversations about adult beliefs and philosophies and directly calling out past practices that have led to low expectations for students are a regular part of our staff meetings and one-on-one coaching conversations. Renorming and rethinking opportunities for engaging students, parents and community stakeholders in the establishment of a culture of high expectations is our current work. As such recruitment and onboarding of high-quality faculty and staff is paramount and at the forefront of our commitment to school turn around.

The current principal has onboarded several very high-performing instructional coaches. Additionally, she has expanded the teacher-leader pathway program at Allenbrook by onboarding an additional Expanded Impact Teacher and opening 2 additional Instructional Reach Associate positions.

The current principal also reprioritized the staffing structure, moving away from a heavy presence of mental and behavioral health support to a more instructionally-focused team of professionals. During the 2018-2019 and 2019-2020 School Years, there were no instructional coaches listed on the staffing roster, even though the school received funding through Title 1, ReStart and local initiatives. The current principal has shifted this stance drastically, onboarding a Dean of Instruction, a literacy facilitator, a reading coach and an EC facilitator. Additionally the principal has prioritized an expenditure to onboard the services of an experienced math consultant whose track record is stellar with a previous turn-around opportunity in our school district.

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>At full implementation, the school will have high functioning teachers and leadership, recruit effective teachers and compensate them for effective work. There will be a high percentage of retention among high performing staff. The school will see a significant increase in student achievement and growth data.</p> <p>The school will serve as a model within the district in which teachers refine their craft based upon teacher leaders leading professional development, model classroom visits, peer observations and coaching as well as high leverage coaching from school based instructional leaders. The school based Beginning Teacher Support Program (BTSP) will provide tiered offerings monthly based upon teacher input and need. These offerings will be aligned with the school improvement plan, instructional walkthroughs and school assessment data.</p> <p>A final strategy that will be evident is a clear teacher pipeline at the school level in which teachers are able to embrace leadership opportunities that demonstrate impact on student growth and proficiency as well as leading adults.</p>			<b>Kimberly Vaught</b>	<b>05/30/2021</b>
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/24/18	Utilize Insight Survey data to monitor the impact of recruitment/retention strategies			Kimberly Vaught and Instructional Leadership Team	05/30/2021
<i>Notes:</i> 12/3/20- In the absence of Insight Survey data, the administration provided middle-of-year check-in opportunities to each staff member to assess strengths and opportunities.					
10/24/18	Provide duty free lunch to teachers on a rotating basis using coverage by teacher assistants. Balance safety of students and the need to build relationships with the opportunity for duty free lunch.			Kimberly Vaught and Instructional Leadership Team	05/30/2021
<i>Notes:</i> 12/3/20- Teachers are provided duty free lunch by using coverage from support staff or the administration.					

10/24/18	Utilize Opportunity Culture Expanded Impact positions to recruit and retain high performing staff.		Kimberly Vaught	06/09/2021
<i>Notes:</i> 12/3/20- We hired a 3rd grade math expanded impact teacher who has a track record of meeting or exceeding growth and proficiency expectations.				
10/24/18	Provide ongoing opportunities to develop teacher leaders		Kimberly Vaught and Instructional Leadership Team	06/08/2022
<i>Notes:</i> Team Leadership Coaching training Committee leadership  12/3/20- Prospective teacher leaders are developed through PLC meetings and coaching sessions.				
<b>Implementation:</b>		06/10/2021		
<b>Evidence</b>	6/10/2021 - Daily support of teachers by instructional coaches - Followed the district and school process for hiring and staffing - provided teachers with growth opportunities			
<b>Experience</b>	6/10/2021 - This objective is fully met			
<b>Sustainability</b>	6/10/2021 - The Insight Survey was not given this year. - We will use the 2021-2022 district and school surveys to assess and plan			

<b>Core Function:</b>		<b>Dimension E - Families and Community</b>		
<b>Effective Practice:</b>		<b>Family Engagement</b>		
!	KEY	E1.06	<b>The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)</b>	<b>Implementation Status</b>
<b>Initial Assessment:</b>		Allenbrook Elementary School is a neighborhood school with approximately 260 students. Parents have historically reported positive relationships with the school, with regards to knowing the staff and having events offered to the school community-at-large. Previous reports have stated that parents held leadership positions on the P.T.A. and School Leadership teams. However, upon further review, the incoming leadership team has determined that the Parent Teacher		Assigned To
				Target Date
				Limited Development 09/19/2016

Association has not been established per the state and national bylaws and guidelines of the association. Further, the positions held were established in February and the participants on the PTA board receiving little training and further stated that they did not consistently meet nor did they have a solid meeting structure established.

During entry conversations, town hall meetings and home visits with parents, themes and narratives emerged that provided evidence that parents were not made aware of the low performing status of the school nor were they consistently made aware of the expectations for academic outcomes for their children. Parents were involved in behavioral support and socioemotional services but were not necessarily appropriately engaged in the comprehensive school improvement efforts needed to turn the tide on the persistently low performance of the school.

A new principal was installed in July 2020. To this end, expectations for engaging parents have shifted, expectations for communicated the vision, goals, strengths and opportunities of the school have dramatically increased and parents are being onboarded in a manner that is aimed at not only shifting the tide at the brick and mortar building, but the parental involvement initiatives are centered around empowering parents and significant adults in the school community-at-large to reclaim their community and to shift the narrative that has plagued them and their children for far too long.

While having parents involved on campus is limited the principal has instituted the following structures to support parents:

- Regular Town Hall Meetings
- Daily Connect -Ed Messages
- Regular Home visits (social distancing is observed)
- Increase use of the School Website
- Purposeful use of Social Media
- Monthly School Newsletter
- Inclusion of Parents on SLT
- Restructuring of PTA

The new leadership knows and understands that with the shift in instructional expectations, there may continue to be a time or renorming with families and students. However, we are committed to ensuring that families are well-informed to make the best decisions on behalf of their children and their families and so that we can strengthen the home-school connection in order to increase the efficacy of

academic outcomes and close achievement gaps for students at all levels.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

***How it will look when fully met:***

When fully implemented, parent engagement at school and at home is high. At the foundation of parent engagement, the school provides parents resources, information and classes to encourage and develop effective parenting techniques (positive discipline, active reading, and homework help). The school should provide the following opportunities:

1. Meet face-to-face with each family at the beginning of the school year.
2. Send families materials each week on ways to help their children at home.
3. Telephone routinely with news on how children are doing, not just when they are having problems/acting up.

The school should provide opportunities to communicate what families can do to support their children's learning and where they can find further support. Additionally, materials that go home should include learning opportunities for parents in conjunction with their students. The school offers family nights, parent education courses., etc and parents participate actively on the school community council, attend quarterly conferences, visit the classroom and attend special events.

Full implementation is evidenced by school communication, event flyers, parent sign in sheets and parent surveys.

**Kimberly Vaught**

**05/15/2021**

**Actions**

**0 of 8 (0%)**

10/3/19	Establish a School Leadership Team that has parent representation from across our school community.		Kimberly Vaught	09/30/2021
	<i>Notes:</i> 12/3/20- We have had multiple parents present at each virtual SIT meeting.			
9/14/20	Give new energy to the use of the school's website and social media (Facebook) accounts)		Kimberly Vaught	09/30/2021
	<i>Notes:</i> 12/3/20- The website has been updated and contains very helpful information. The principal frequently uses the Facebook account to communicate with families.			
10/24/18	Send home monthly school and grade level newsletters.		Kimberly Vaught	10/31/2021
	<i>Notes:</i> 12/3/20- We have established a system for gathering staff input for each newsletter. We have posted each newsletter to the website. We have sent out October and November newsletters and will publish the December letter on 12/4.			
11/18/19	Utilize Parent Square and Connect-Ed as our schoolwide communication portals.		Kimberly Vaught	12/20/2021
	<i>Notes:</i> 12/3/20- The principal and assistant principal use Connect-Ed and Remind messages daily during the week. Teachers also have Remind 101 accounts, or another platform.			
10/24/18	Implement curriculum nights each semester to provide parents information about student progress and curriculum focus		Kimberly Vaught	05/30/2022
	<i>Notes:</i> 12/3/20- We had a curriculum night in October via Zoom. We held drive-thru 1st and 2nd quarter materials pickup to provide students and families with necessary items and performance information.			
9/14/20	Provide parents with alternative opportunities to access the school (Zoom, etc.)		Kimberly Vaught	05/30/2022
	<i>Notes:</i> 12/3/20- All of our parent functions so far have been held via Zoom or drive-thru opportunities. This is to adhere to COVID-19 protocols.			
9/14/20	Host regular "Town Hall Meetings" to keep parents informed of happenings at the school and to garner parent feedback.		Kimberly Vaught	05/30/2022
	<i>Notes:</i> 12/3/20- We held multiple "Town Hall Meetings in August to address questions and discuss key information. We have offered a variety of times to meet the needs of parents.			
9/14/20	Conduct regular, socially-distanced home visits to connect with families and provide support.		Kimberly Vaught	05/30/2022
	<i>Notes:</i> 12/3/20- Data is reviewed, and relevant and available staff have conducted home visits on a regular/weekly basis to connect with families and provide support.			

<b>Implementation:</b>		08/19/2021		
<b>Evidence</b>	<p>6/10/21</p> <ul style="list-style-type: none"> <li>- We engaged 100% of families through either phone calls, home visits, or virtual meetings. 100% of families attended at least one "in-person (virtual)" conference</li> <li>- Student-led conferences</li> <li>- Daily morning phone calls to families</li> <li>- weekly connect ed calls</li> <li>- Daily/weekly remind messages</li> <li>- Drive thru events</li> <li>- School Leadership Team meetings open to all</li> </ul> <p>12/12/2016 See notes under task indicators.</p>			
<b>Experience</b>	6/10/2021			
<b>Sustainability</b>	6/10/2021			