

2021-2022 State of the School Report

Allenbrook Elementary



Principal Name

Kim Vaught

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	21.2	19.2				
	CCR	12.1	11.5				
Grade 4	GLP	22.0	20.0			16.7	
	CCR	19.5	20.0			8.3	
Grade 5	GLP	20.0	30.0	18.8		15.4	
	CCR	11.1	15.0	12.5		7.7	
School	GLP	21.0	22.5	22.2		14.3	5.0
	CCR	14.3	15.5	11.1		7.1	5.0

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	24.2	19.2				
	CCR	9.1	11.5				
Grade 4	GLP	24.4	20.0			33.3	
	CCR	12.2	8.0			16.7	
Grade 5	GLP	28.9	30.0	18.8		15.4	
	CCR	17.8	15.0	12.5		7.7	
School	GLP	26.1	22.5	18.5		25.0	<5
	CCR	13.4	11.3	7.4		10.7	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	46.7	50.0	37.5		23.1	
	CCR	35.6	35.0	25.0		23.1	

EOG School Composite 2020-21	27.2
School Letter Grade*	F

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

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-scope 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 on 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.

III. CHIEF CHALLENGES

- The external school community's understanding of the urgency with which they are operating each day.
 - Actions we are taking are:
 - Student led conferences
 - 1-1 meetings
 - Zero tolerance
 - Home visits
 - Curriculum night
 - Parent square
 - Transparency of information
 - Student data notebooks
 - Sharing working samples
 - Data desegregation meetings with parents.

- Triangulation of external support from other institutions who may key levers in helping us overcome the first challenge.
 - Department of social services and Mental health
 - Ongoing conversations with Mecklenburg Department of social services
 - With Mental health professions
 - Juvenile justice system
 - Onboarding parental leadership for Empowerment, Agency and advocacy
 - Instituting parent club
 - Personal invite to joining School Leadership Team
 - Home meetings
 - Parent mentorship
 - Working with Meck County PTA

IV. PLANS FOR THE YEAR: SIP ACTIONS

Allenbrook are engaging in professional development which includes:

Regular cycles of data analysis

Orton-Gillingham and LETRS Literacy Trainings

Standards analysis and unpacking

Data driven instruction

Daily coaching and Professional Learning Communities meetings led by expert facilitators

Collaborating with Learning Community and District colleagues and leadership to analyze, reflect on, and improve practice

Allenbrook is also using a variety of two-way communication methods to authentically engage our families, including ParentSquare, ConnectEd messages, phone calls, conferences, and in-person meetings. We are strategically aligning our human capital and

our resources in ways that will provide students with a rigorous and engaging experience.