

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 change the trajectory for our students and community that cause transformational life changing outcomes for all involved. We are continuing on the path of excellence because our students deserve the best instruction to prepare them for a better tomorrow.

Vision:

Allenbrook Elementary School will continue to lead the charge in the Charlotte-Mecklenburg School System, standing against and demolishing systems, that seek hinder 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. We believe that educational outcomes that far exceed expectations are the paths for collective liberation and freedom, individually and collectively. We are destined to restore honor to our school community and to all whom we might encounter as we denounce mediocrity in our words and our deeds. Continuous 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 continuing our path of excellence. We are Allenbrook Strong!

Goals:

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 56% in SY2024-25 to 70% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 68% in SY2024-25 to 80% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:

Practice 1B: Monitor short-and long-term goals

KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>One 2023-2024 SIP goal that aligned to this indicator was that 50% of our 3rd grade Black and Hispanic students would score at the CCR level in English Language Arts based on the 2023-2024 End-of-Grade test. Based on unofficial EOG data as of June 2024, we fell just short of our goal. % of our 3rd grade Black and Hispanic students scored at the CCR level. This puts us over half-way to our 2024-2025 target of 50%. A second 2023-2024 SIP goal that aligns to this indicator is that Allenbrook will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2023-24. EVAAS growth data will not be available until October 2024. Overall, Allenbrook students continue to demonstrate growth. The school had an overall growth index of 7.88 based on 2022-2023 data. Based on preliminary data, a success is that students continue to show growth as demonstrated by increases in the 3rd EOG literacy in both GLP (46.8% to 50%) and CCR (25.5% to 40%). Overall, students in 2nd – 5th ranked in the 46th percentile in MAP literacy and 52nd in K-5 MAP math. Several actions contributed to these successes. The Administration and Instructional Leadership Team conducted weekly walkthroughs for each teacher and designed differentiated support and professional development based on this data. 100% of classroom teachers participated in and led sessions in the school-wide AIG/TD Professional Development series. 100% of Beginning Teachers are assigned a Mentor with whom they check in multiple times per month. 100% of Grade Level Beginning 2nd quarter, PLCs receive weekly lesson planning support in each content area during protected PLC time. Allenbrook experienced some challenges related to this indicator. In our overall composite scores, ML/LEP students GLP saw a decrease of 4.5 percentage points, and a decrease in CCR of 10.5 percentage points. The GLP and CCR composites for ML/LEP students were 43.1% and 27.6%, respectively. Our white students saw an increase of 4.7 percentage points in CCR. Opportunities exist in this area for continuing to differentiate professional development based on need and teacher/staff PDPs. Limited Development 09/12/2022 Allenbrook started with a new principal for the 2023-2024 school year, so an opportunity will exist to continue to grow while maintaining the systems, structures, and practices that have led to the growth Allenbrook has demonstrated since 2020.</p>	Limited Development 07/30/2024		

<p>How it will look when fully met:</p>	<p>In addition to what is already taking place the principal and Instructional Leadership Team will:</p> <p>Continue to be immersed in opportunities to discover best practices, especially as it relates to comprehensive school reform, distance learning and response to instruction</p> <p>Provide professional development with regards to the instructional protocols that have been set in place</p> <p>Monitor student performance across time and space to ensure positive matriculation</p> <p>Maintain accountable relationships with all staff members, prioritizing the emotional well-being and academic achievement of every student above all else.</p> <p>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 Strategic Plan 2024 and the CMS Goals and Guardrails.</p>		<p>Tonya Grimes</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
	<p>3/28/25 The principal will utilize \$6500 in Title I funds to provide professional development through Hope King Teaching Resources, Inc for the Get Your Teach On Conference.</p> <p>- \$2100 - Hope King Teacher Resources Registration -\$1500 - AAA - Airfare -\$2900 - Hotel - Gaylord and Embassy Suites</p> <p>The principal, assistant principal, and counselor will receive a unique, immersive experience where they will observe class sessions, develop a deeper understanding of strategies for student engagement, promoting academic excellence, fostering meaningful relationships, and developing a climate and culture that promotes success for all. (EVAAS, Admin., ILT, SEL, Title I, Restart) (FAM-S 31) (Guardrail 1)</p> <p>Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.0% in SY2023-24 to 85.0% in SY 2024-25.</p> <p>Smart Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.9% in SY2023-24 to 35.0% in SY2024-25.</p>	<p>Complete 07/03/2025</p>	<p>Tonya Grimes</p>	<p>06/29/2025</p>
<p>Notes:</p>				

7/30/24	Calibrate with the Instructional Leadership Team to develop differentiated professional development in alignment with student outcomes, walkthrough data, and feedback from PLC meetings. (EVAAS, 3rd ELA) (Goal 2) (Restart)		Semeika Stewart	06/10/2026
<i>Notes:</i> This flexibility was used in the 2023-2024 school year. This flexibility was used in the 2024-2025 school year				
7/30/24	MTSS team will collaborate with PLCs to analyze student data points to create interventions that address specific learning gaps. The MTSS team will monitor the fidelity of the interventions implemented in grades K-5 to ensure students are making progress or are in need of intensive support. (EVAAS, 3rd ELA, FAM-S) (Goal 1 and 2)		Brittany Kilgore	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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
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Initial Assessment:

Allenbrook's goal aligned to this indicator was that we will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2024-25. EVAAS growth data will not be available until October 2024. The school had an overall growth index of 7.88 based on 2022-2023 data. Based on preliminary data, areas of success are students continue to show growth as demonstrated by increases in the 3rd grade EOG composite in CCR (41.5% to 41.7%), 4th grade EOG reading in GLP (50% to 52.2), and 3rd – 5th grade reading EOG composite in GLP (47.2% to 47.9%). Overall, students in 2nd – 5th ranked in the 46th percentile in MAP literacy and 52nd in K-5 MAP math. Actions that led to these successes were reviewing a variety of data daily, weekly, and long-term, providing PD to all teachers and additional PD for Beginning Teachers, using Restart flexibilities and funding to provide staff with extended employment opportunities and students with extended learning opportunities. A challenge related to this indicator is to ensure progress among all the school's subgroups. Based on unofficial 2023-2024 EOG Composite data, Allenbrook's ML/EL/LEP students showed a decrease in GLP and CCR of 4.5 and 10.5 percentage points, respectively. An additional challenge is that SWD demonstrated a 15-percentage point decrease in GLP. The sample size should be considered here, as there are less than fifteen SWD enrolled in grades 3-5. An additional challenge is continuing to grow students at the rate the school demonstrated from 2020-2021 to 2021-2022. A challenge is also Limited Development 09/12/2022 addressing attendance issues, as approximately 26-28% of 2nd-5th grade students who did not meet their growth projection were chronically absent. A challenge also exists in that a majority of the students were "Below" or "Well Below Benchmark" on all subtests on their Spring DIBELS assessments. At Allenbrook, every student matters, so an opportunity exists to use targeted data analysis to reflect on schoolwide, subgroup, and individual student and teacher data to evaluate progress and next steps. Allenbrook will continue to align human capital and allocate resources in a way that best serves all students. The School Leadership, Instructional Leadership, Admin, and Principal can use this opportunity to build on existing strengths to support continued growth. The existing core, supplemental, and intensive practices will be reflected on and evaluated over the summer and continue to be adjusted based on data to meet student needs.

Limited Development
07/29/2024

<p>How it will look when fully met:</p>	<p>When this indicator is fully implemented the following will be true:</p> <p>Clear calibration of effective instructional protocols and practices will be common practice across our campus.</p> <p>Structures for formally identifying students needing Tier 2 and Tier 3 supports will be clearly and consistently established.</p> <p>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.</p> <p>Student outcomes will demonstrate positive response to instruction in the form of exponential growth, increasing proficiency and lessening achievement gaps.</p> <p>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.</p>		<p>Tonya Grimes</p>	<p>06/13/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>7/29/24</p>	<p>Review data (formal and informal, classroom assessments, exit tickets, MAP data, etc.) of groups students/cohorts who are in need of support beyond the differentiation provided at the classroom level. (EVAAS, 3rd ELA) (Guardrail 1)</p>		<p>Tonya Grimes</p>	<p>05/30/2026</p>
<p><i>Notes:</i></p>	<p>1st and 2nd grade literacy targeted students will begin receiving supplemental interventions through MTSS and MORE study lessons.</p>			
<p>7/29/24</p>	<p>Provide professional development from contracted coaching support as well as hold regular MTSS meetings through PLCs in alignment with district and state-level expectations for teachers and support staff on MTSS protocols designed to discuss and address school, grade level, teacher and student intervention and progress monitoring. (EVAAS, SEL, Title I) (FAM-S 3) (Guardrail 1) (Restart)</p>		<p>Tonya Grimes</p>	<p>05/30/2026</p>

Notes: Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBLES will increase from 77.0% in SY2023-24 to 85.0% in SY2024-25.
 Smart Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.9% in SY2023-24 to 35.0% in SY2024-25.

This flexibility was used in the 2023-2024 school year.

Updates:
 Coaching support from Consultant S. Reichard will be personalized to staff as trends and/or needs are identified from walkthroughs and classroom observations.

9/30/24

Budget:
 \$5408 Instructional Supplies
 Action:
 Instructional supplies will be used to support the core curriculum. When needed supplies will be used to enhance the core curriculum. We also plan on buying Math and Science instructional supplies that were not included in our new curriculum that were not included to support all learners.

Semeika Stewart

05/30/2026

Notes: Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77% in SY2023-24 to 85% in SY 2024-25.
 Smart Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.4 % in SY2023-24 to 35 % in SY2024-25
 Smart Goal 3: The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 45.7 % in SY 2023-24 to 50 % in SY 2024-25

Core Function:

Domain 3: Instructional Transformation

Effective Practice:

Practice 3B: Provide rigorous evidence-based instruction

KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Our 2023-2024 SIP goal that aligned to this indicator was that 31.5% of our 3rd grade Black and Hispanic students would score at the CCR level in English Language Arts based on the 2023-2024 End-of-Grade test. Based on unofficial EOG data as of June 2024, we fell just short of our goal. 30.1% of our 3rd grade Black and Hispanic students scored at the CCR level. This puts beyond half-way to our 2023-2024 target of 50%. We were very close to our overall goal of 36.7% of Black and Hispanic 3rd grade students scoring at a CCR level 4 or 5 on the EOG. The school demonstrated several successes in our progress towards this goal. One success in this area is that our 3rd grade Black and Hispanic students exceeded their projections based on Quarter 3 MVPA data. Another success was that overall 3rd Grade Reading proficiency (level 3/4/5) at Allenbrook was up to 46.8%. Overall 3rd Grade CCR at Allenbrook was 40%, which was a 14.5 percentage point increase from 2022-2023. There was a 6.7 percentage point increase in the percentage of Black students who scored at the CCR level from 2022-2023. The percentage of Hispanic students who scored at the CCR level increased to 30.1% from 2021-2022 to 2023-2024. Actions that helped achieve these successes were ensuring 100% of teachers were 100% of PLCs met weekly to analyze data, unpack standards, and design instruction. There were clear expectations for these meetings, and follow-up was conducted by Admin and ILT to ensure this was taking place. The ILT met regularly to reflect on success and opportunities. The school also leveraged funds strategically to support staff planning. Challenges in this area include addressing chronic absenteeism with some students who did not demonstrate proficiency or College and Career Readiness. Another challenge is getting our Multilingual Students (ML) and our Students With Disabilities (SWD) to College and Career Readiness. Allenbrook demonstrated growth overall in these areas in 3rd grade from 2021-2022 to 2022-2023, and we need to continue to work to provide the necessary scaffolds in place for these students to get to the CCR level. There are opportunities to continue to use a variety of data points to inform our whole group and small group instruction. We will also implement an attendance plan at the start of the school year for students who have demonstrated attendance concerns in years past. An opportunity exists as well to utilize research-based strategies to support ML students and SWD with the hire of a ML and TD teacher.

Limited Development
07/24/2024

<p>How it will look when fully met:</p>	<p>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. 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-scoped learning opportunities to this end.</p>		<p>Semeika Stewart</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>7/24/24</p>	<p>Coaches and grade level teams participate in PLCs and extended planning sessions to prepare for differentiated and targeted instruction to meet the needs of all students by focusing on acknowledging, unpacking and internalizing standards. (EVAAS, 3rd ELA, Title I) (Goal 1 and 2)</p>		<p>Tonya Grimes</p>	<p>05/29/2026</p>
<p><i>Notes:</i> Intentional planning for independent work in 2nd during skills block. Focus on DOK levels for rigor in whole and small groups (especially for 3rd grade).</p>				
<p>9/24/25</p>	<p>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</p>		<p>Semeika Stewart</p>	<p>05/29/2026</p>
<p><i>Notes:</i> Based on the master schedule teachers have one hour each day to plan. 3 times/week in their PLCs and 2/week independently or with a team. Additional half day planning is held each quarter to disaggregate data to increase student performance.</p>				

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Allenbrook’s goals aligned to this indicator include, a challenge is that Allenbrook saw an increase of behavior incidents from 2022-2023 to 2023-2024. A closer analysis revealed the majority of these incidents were attributed to a small percentage of students. The Student Services Team worked together with district support to implement research-based interventions and create behavior plans to determine root cause, and to help these students with these behaviors. An opportunity exists for the school to continue to do this at the start of the 2024-2025 school year. The school will also continue to implement Student-led conferences to provide the opportunity for students to evaluate and discuss their strengths and opportunities for growth.</p>	<p>Limited Development 07/29/2024</p>		

<p>How it will look when fully met:</p>	<p>When this indicator is fully implemented the following will be true</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Teachers will interdependently recognize, call-out and abolish overt and covert practices, protocols and and structures that are steeped in systemic racism.</p>		<p>Semeika Stewart</p>	<p>06/13/2026</p>
<p>Actions</p>		<p>3 of 10 (30%)</p>		
	<p>3/17/25 The principal will utilize \$2,760 in Title I funds to provide professional development through Hope King Teaching Resources, Inc for the Get Your Teach On Conference. Teachers in grades 1-3 will receive a unique, immersive experience where their observe class sessions, creating a deeper understanding of strategies for engaging students, promoting academic excellence, fostering meaningful relationships, and developing a climate and culture that promotes success for all. (EVAAS, 1st, 2nd, 3rd, SEL, Title I, Restart) (FAM-S 31) (Guardrail 1)</p> <p>Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.0% in SY2023-24 to 85.0% in SY 2024-25.</p> <p>Smart Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.9% in SY2023-24 to 35.0% in SY2024-25.</p>		<p>Tonya Grimes</p>	<p>02/26/2026</p>
	<p><i>Notes:</i> Teachers in grades 3-5 will receive a unique, immersive experience where their observe class sessions, creating a deeper understanding of strategies for engaging students, promoting academic excellence, fostering meaningful relationships, and developing a climate and culture that promotes success for all.</p>			

3/17/25	<p>The principal will utilize \$602.00 in Title I funds to The Children's Theater. Students will be able to understand how values and beliefs of individuals and groups influence communities.</p> <p>3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.</p> <p>3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.</p> <p>(EVAAS, 3rd, SEL, Title I, Restart) (FAM-S 31) (Guardrail 1)</p> <p>Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.0% in SY2023-24 to 85.0% in SY 2024-25.</p> <p>Smart Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.9% in SY2023-24 to 35.0% in SY2024-25.</p>		Tonya Grimes	03/06/2026
	<p><i>Notes:</i> Students will be able to understand how values and beliefs of individuals and groups influence communities.</p> <p>3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.</p> <p>3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.</p>			
3/17/25	<p>The principal will utilize \$923.00 in Title I funds to The Children's Theater. Students will be able to make connections to the text that they are reading in class to a visual representations. Students will be to develop their critical thinking, problem solving, and communication skills and build deeper connections to text to self/text/world.</p> <p>(EVAAS, 4th, 5th, SEL, Title I, Restart) (FAM-S 31) (Guardrail 1)</p> <p>Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.0% in SY2023-24 to 85.0% in SY 2024-25.</p>		Tonya Grimes	03/20/2026
	<p><i>Notes:</i> Students will be able to make connections to the text that they are reading in class to a visual representations. Students will be to develop their critical thinking, problem solving, and communication skills and build deeper connections to text to self/text/world.</p>			

3/28/25	<p>The principal will utilize \$5,264.17 in Title I funds to provide to purchase laminator (\$5018.45) 3 packs of 2 Laminating Film (\$245.72)</p> <p>from EPS/School Specialty.</p> <p>The principal will utilize \$307 for 10 cases of copy paper in Title I funds to provide to purchase from AIJ.</p> <p>Teachers in grades PK-5 will access to additional resources to develop instructional materials creating a deeper understanding of strategies for engaging students, promoting academic excellence, fostering meaningful relationships, and developing a climate and culture that promotes success for all. (EVAAS, PK-5 , SEL, Title I, Restart) (FAM-S 31) (Guardrail 1)</p> <p>Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.0% in SY2023-24 to 85.0% in SY 2024-25.</p> <p>Smart Goal 2: The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.9% in SY2023-24 to 35.0% in SY2024-25.</p>	Complete 04/02/2025	Tonya Grimes	04/02/2026
<i>Notes:</i>				
3/17/25	<p>The principal will utilize \$1,020.00 in Title I funds to partner with The Children's Theater. Students will be able to make connections to the text that they are reading in class to a visual representations. Students will be to develop their critical thinking, problem solving, and communication skills and build deeper connections to text to self/text/world.</p> <p>(EVAAS, K, SEL, Title I, Restart) (FAM-S 31) (Guardrail 1)</p> <p>Smart Goal 1: The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.0% in SY2023-24 to 85.0% in SY 2024-25.</p>	Complete 04/23/2025	Tonya Grimes	04/23/2026
<i>Notes:</i> Students will be able to make connections to the text that they are reading in class to a visual representations. Students will be to develop their critical thinking, problem solving, and communication skills and build deeper connections to text to self/text/world.				

<p>3/17/25</p>	<p>The principal will utilize \$832.00 in Title I funds to partner with the Charlotte Knights Baseball. Students will be able to make connections to the game and their reading of Promises to Keep, the Jackie Robinson story. Students will also focus on:</p> <p>Understand force, motion and the relationship between them.</p> <p>PS.5.2.1 Carry out investigations to explain how factors such as gravity, friction, and change in mass affect the motion of objects.</p> <p>5.P.1.1 Explain how factors such as gravity, friction, and change in mass affect the motion of objects.</p> <p>5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.</p> <p>PS.5.2.2 Use mathematics and computational thinking to infer the motion of an object (including position, direction, and speed).</p> <p>5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.</p> <p>5.P.1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time</p> <p>(EVAAS, 5th, SEL, Title I, Restart) (FAM-S 31) (Guardrail 1) The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 28.9% in SY2023-24 to 35.0% in SY2024-25.</p>	<p>Complete 05/07/2025</p>	<p>Tonya Grimes</p>	<p>05/07/2026</p>
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Notes: Students will also focus on:

Understand force, motion and the relationship between them.

PS.5.2.1 Carry out investigations to explain how factors such as gravity, friction, and change in mass affect the motion of objects.

5.P.1.1 Explain how factors such as gravity, friction, and change in mass affect the motion of objects.

5.P.1.4 Predict the effect of a given force or a change in mass on the motion of an object.

PS.5.2.2 Use mathematics and computational thinking to infer the motion of an object (including position, direction, and speed).

5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel.

5.P.1.3 Illustrate the motion of an object using a graph to show a change in position over a period of time - (complete after the field trip)

9/24/25 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)

Semeika Stewart

05/29/2026

Notes: Based on the master schedule teachers receive 30 minutes of uninterrupted lunch daily.

9/24/25 Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.

Mikka Morrison

05/29/2026

Notes:

7/29/24 Consistent phone calls and messages to parents to discuss student progress related to socio-emotional growth, academic progress and additional supports/interventions needed aligned to the school-wide behavior matrix. (EVAAS, 3rd ELA, SEL) (FAM-S 30) (Guardrail 1) (Restart)

Tonya Grimes

05/30/2026

Notes: This flexibility was used in the 2023-2024 school year.

7/29/24	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. (SEL) (FAM-S 30) (Guardrail 3)		Mikka Morrison	06/10/2026
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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	KEY	E1.06	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)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			<p>During the 2023-2024 school year, Allenbrook regularly communicated with parents/guardians in a variety of ways. These communication efforts included regular ParentSquare and ConnectEd communication, student Led Parent/Teacher Conferences, quarterly Parent Teacher Conferences, attendance conversations and meetings, Action Alert Letters and Conferences based on performance. There was a representative sample of parents on our School Improvement Team this year. Allenbrook's School Improvement Team complied with Board Policy CDFA. The School Improvement Team collaborated with our teachers and administration to analyze a variety of school data. Overall, data indicates continued progress and many successes and aligned actions related to this indicator. 94% of Allenbrook families are connected to ParentSquare, and 100% of families receive communication via ParentSquare or BlackBoard connect. 100% of families with students who were projected to be non-proficient based on MOY data received an "Action Alert Letter" informing them of this, and all families participated in conferences. The weekly Thursday folders were a success, in addition to weekly ParentSquare messages. This consistency allowed families to know what to expect. 100% of teachers sent regular communication via ParentSquare, and the Administration sent regular communication via ParentSquare and Blackboard Connect. 100% of students had a Thursday Folder, in which weekly academic and SEL updates were sent home. Quarterly Family Engagement/Curriculum Nights were held. One challenge related to this indicator is getting the final 6% of families connected to ParentSquare. Another challenge is to ensure families are actively engaging with the two-way communication features that ParentSquare offers. An opportunity exists in striving for 100% connectivity via ParentSquare, which offers a two-way engagement platform. Outreach</p>	Limited Development 07/30/2024		
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will begin in August of 2024 to ensure all families have updated contact information in PowerSchool and thus are connected to ParentSquare. An opportunity also exists to provide a "ParentSquare Tutorial" session to families at Open House and throughout the year. This will help ensure that all families are connected and able to maximize the use of these features. Another challenge related to this indicator is that event attendance data showed a higher turnout to school activities and family events when meals were provided. An opportunity exists to continue to strategically use funds for Parent and Family Engagement. An opportunity also exists for the School Improvement Team and the staff to reflect on ways to increase accessibility for families (Virtual/In-person/flexible times, etc.) to help ensure maximum participation. It has been a challenge to establish a PTSA at Allenbrook post pandemic. An opportunity exists to recruit families, staff, and community members to help with this initiative and to be members. An opportunity exists for the school to work with PTSA, district, and Learning Community support to ensure this happens and that all guidelines and expectations are followed. An additional challenge is increasing the ratio of parent participation during School Improvement Team meetings. An opportunity also exists to have new parents and staff on the 2024-2025 School Improvement Team. There is an opportunity for the 2024-2025 School Improvement Team to reflect on successes and opportunities in the area of parent participation, and to consider research-based practices to maximize parent participation and ensure that parents feel like they are being provided the space to lift up their authentic voice in support of the school mission and vision.

<p>How it will look when fully met:</p>	<p>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).</p> <p>The school should provide the following opportunities:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> <p>Full implementation is evidenced by school communication, event flyers, parent sign in sheets and parent surveys.</p>		Semeika Stewart	06/20/2026
<p>Actions</p>		<p>0 of 2 (0%)</p>		
<p>7/30/24</p>	<p>Gather parent feedback via survey to assess parent perspective regarding barriers to participation, ideas, opportunities, and other thoughts regarding family and community engagement. The information gathered will be used for continuous improvement as we address learning opportunities for our Black and Hispanic 3rd grade students along with social and emotional well-being of all students. (3rd ELA, EVAAS, SEL) (Guardrail 3)</p>		Semeika Stewart	06/10/2026
<p>Notes:</p>				

8/6/24	Work to strengthen engagement at the school and empower families with the necessary tools to support the success of the whole child. Using resources and participating in courses from Family the district's Family Engagement department which covers a wide array of subjects, workshops range from assisting children in preparing for end-of-grade assessments to getting ready for transitions like Kindergarten and Middle School, as well as coping with the challenges of adolescence. (Guardrail 1 and 3)		Tonya Grimes	06/10/2026
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