

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Ms. Kerry M. Beal

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name John Allen Elementary School

(As it should appear in the official records)

School Mailing Address 2560 Towner Boulevard

(If address is P.O. Box, also include street address.)

City Ann Arbor                      State MI                      Zip Code+4 (9 digits total) 48104-5035

County Washtenaw County

Telephone (734) 997-1210                      Fax (734) 997-1257

Web site/URL http://www.a2schools.org/allen                      E-mail beal@aaps.k12.mi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Jeanice Kerr Swift                      E-mail swift@a2schools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ann Arbor Public School District                      Tel. (734) 994-2200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Ms. Christine Stead  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

---

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 5 High schools
  - 0 K-12 schools
- 32 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	9	5	14
K	47	47	94
1	39	32	71
2	33	23	56
3	34	32	66
4	30	31	61
5	36	31	67
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	228	201	429

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 9 % Asian
  - 18 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 52 % White
  - 12 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2015	388
(5) Total transferred students in row (3) divided by total students in row (4)	0.088
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 18 %  
72 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Albanian, Amharic, Arabic, Athapascan, Bengali, Bulgarian, Chinese, French, Hiligaynon, Korean, Kurdish, Mandingo, Portuguese, Somali, Spanish, Tamil, Tagalog, Thai, Ukranian, Urdu, Vietnamese, Yoruba

7. Students eligible for free/reduced-priced meals: 36 %  
Total number students who qualify: 143
8. Students receiving special education services: 10 %  
42 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 8 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 5 Other Health Impaired
- 3 Specific Learning Disability
- 18 Speech or Language Impairment
- 1 Traumatic Brain Injury
- 4 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	19
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	100%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No   
If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Allen School strives to engage all stakeholders with innovation, collaboration and success in learning. Data are embedded in our goals. We foster safe, valued relationships.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

---

John Allen Elementary School began in 1961 as part of the Ann Arbor Public Schools district. Our school is named after one of the founders of the city of Ann Arbor, and has a long history of being a desired neighborhood school. We serve the students who live in our immediate neighborhoods, and we also have students who come from other residential areas within the school district boundaries.

The diversity of our school community is what makes us strong. We have a large number of ELL students, and over 22 languages are spoken in the homes of our families. The entrance of our school is a beautiful representation of our various heritages, with over 60 flags for different countries on display. Our school culture is ever evolving, and is truly a culture that includes everyone. We have created our own ways to celebrate within our school, using the Positive Behavior Interventions and Supports (PBIS) concept. Through PBIS, we have put in place Classroom Celebrations and School-wide Celebrations. We also have music programs throughout the school year, and Parent Council sponsored traditions such as our two book fairs, our student created tile walls of art, our Multi Cultural Night, and our end of year Country Fair. Parent Council also funds our enriching field trips for our students each year. Other ways that make us diverse is our socio-economic makeup. We have students from a variety of socio-economic backgrounds. We also have a large population of students who have been identified for extra supports for learning, such as Title 1 supports, Reading Intervention supports, and Special Education supports. Finally, we have an annual school theme that drives all that we are doing, and keeps us connected with each other throughout the school year, and we have an annual Field Day for our students.

In 2011, the school celebrated its 50-year anniversary. During those first 50 years, several additions were made to the original building, taking us to the 65,000+ square feet that we use to serve our students. In August of 2016, approximately two weeks before the first day of school, our school experienced a drastic flood event caused by an old pipe that had been capped and had originally been in place for fire hydrant. That flood impacted the structure enough to keep us from using the building for over 7 months. To keep our school community intact, our district rented an unused middle school in a neighboring school district. Our home building was assessed, restored, and enhanced (while maintaining our traditional space) during the 2016-17 school year. As I write this, we are packing up and preparing to move back to the building this week, just before spring break.

During the recent decades of student testing and achievement measures, John Allen has maintained successful student achievement scores, well in line with or above state averages. Despite that success, there were places we needed to hone in on our work, and one of those was with our bottom 30% of students and the achievement gap. In 2012, the school was on the Focus School list for the State of Michigan. Diligent work began to address the learning needs of our focus 30% of students while not losing ground with our top achievement students. In 2015, we were removed from the Focus School list, and in 2017, we were named as a Reward School by the State. In addition to that, we have been honored to receive several awards over the past three years. We have been named an Academic Champ School by Bridge Magazine, an A+ School from The Mackinac Center, and in 2016 we were recognized as the UMS (University Musical Society) DTE (DTE Energy Foundation) School of the Year for our work to maintain a robust special area program for our students, including world language (Arabic and Spanish), Physical Education, Art, Media, and Music.

In 2014, our Preschool returned to our building (after being moved out to an all preschool level building). In 2016, we added a Young Fives program and Project Lead the Way for our K-5 students. We are ever growing.

At Allen, we know all of our students, not just those in our classroom. We take care of each other, mentor each other, and support and help where needed. We know that positive and trusting relationships are the key for students to learn, and we strive to ensure that students feel a strong sense of belonging.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

John Allen Elementary has a core curriculum that is aligned with the Common Core State Standards, chosen by a district team that researches effectiveness, impact, differentiation, home connections, and evidence of growth in learning.

Our math curriculum program is Everyday Mathematics, aligned to the Common Core State Standards (CCSS) and Ann Arbor Public Schools Outcomes. Everyday Mathematics is an evidence-based program targeting applied mathematics to real world situations. Our students work in small and large groups and engage in mathematical metacognition regarding math concepts and student awareness of understanding. Instructional strategies implemented by teachers support student learning across all ability levels. Students gain foundational skills with frequent use and practice of basic math skills, repeated exposure to concepts, and development of problem solving skills in real world situational examples. Extension programs include IXL Math, AAPS A2Virtual Math (for high achieving students), ConnectEd (via Everyday Math), before and after school math programs, Lunch Bunch math program, Extra Math, and other extensions offered by classroom teachers.

For literacy, we use the Fountas and Pinnell Benchmark Assessment System (BAS) and the Level Literacy Intervention (LLI) kits program. Our tools for curriculum delivery are aligned with the CCSS and Ann Arbor Public Schools Outcomes. Fountas and Pinnell BAS and the LLI Kits work in conjunction with each other to identify students with varying needs for reading instruction, target those areas of need, provide explicit instruction for understanding, lessons in language learning and academic vocabulary development, phonics, fluency, writing, all while using materials and content that are motivating and engaging for students. Students build on content and knowledge, as well as skills, as they demonstrate sustained growth. Extension literacy programs include IXL Language Arts, RAZ Kids, Reading A to Z, Starfall, Read Naturally, and more.

One area of pride that serves as an invaluable resource for our students; it is our Book Room. This is a room that we update annually and maintain as one of our greatest assets for having reading materials that are "just right" for reading skill levels, but also appropriate for the age level and interests of the students.

We have a variety of tiered interventions for students with demonstrated areas of need for both math and reading.

Our science curriculum program is Science Companion, which is our core elementary science learning resource. Science Companion is an inquiry-based program that engages students in hands-on science and the process skills used by scientists. The units of study are aligned with Michigan Science Standards that include a life science and an earth science module at each grade level. Project Lead the Way - Launch resources are used to provide units of study in physical science as well as engineering. Science focus areas include Life Science, Earth Science, Physical Science, and Engineering and Design. The Scientific Method and Scientific Inquiry are embedded in student experience.

Three key sources inform the Allen elementary Social Studies program; (1) The Michigan Grade Level Content Expectations (GLCEs), (2) the C3 Framework for College, Career and Civic Life for Social Studies State Standards, and (3) Social Studies Alive!. The Michigan GLCEs define what the state expects students to know and be able to do in Social Studies at the end of each grade level. Social Studies Alive! is the core learning resource used throughout our grade levels. Our programs are used to help students understand their place in the community, state, country and world. Themes include geography, economics, civics, environment, and demographics. Extensions of our social studies learning include student organizations within the school (school PRIDE, Service Squad).

Students at Allen Elementary have these other opportunities in which to learn. Our school Pride team runs community food drives, finds ways to help (such as the Flint water crisis and getting water donated and sent

to that city), and finding ways to help in our local area as well. We also have students who do "jobs" at the school via our Service Squad (school helpers), students who lead the announcements, a Peers Achieving Lifelong Success (PALS) program for peer to peer support with special needs students, and an after school Coding Club (computer science). Parents and staff enhance opportunities with the Science Olympiad program.

As a school district, we are now also using the online Atlas program, which is helping us to streamline our work and collaborate and share ideas.

With new technology enhancements, our work to embed technology into our instructional and learning practices has been an area of focus and growth. Teachers have been attending conferences for professional growth in using technology in the classroom to enhance practice and we are seeing more and better use of technology in the classroom.

Teachers are leaders among their peers in a variety of ways. Teachers are curriculum leaders who teach their peers about changes and expectations for the curricular subjects, and teachers fill roles such as Lead Teacher, Webmaster, and Bus Liaison, so that they can help and support their colleagues in those roles.

Our robust data team process is one of our biggest areas that aids in our success in student learning. Teachers meet approximately every six to eight weeks to diagnose an area of need based on student achievement. They look for the concerns and issues, address those with planning, and then reconvene to see results and plan for the next big area of need.

## **2. Other Curriculum Areas:**

Beyond the core subject areas, John Allen is proud to share that we have an amazing array of other learning experiences for our students.

In the area of Art, we have a highly qualified and experienced teacher who works with students on being creative and using a vast array of materials to create innovative works of art. This art is displayed in the annual Youth Art Show in Ann Arbor, and is displayed throughout our school. Art is an inclusive class for all students, Preschool-5th grade. Students have Art Class one or more times each week.

For Physical Education, we have a program that strives to hone student skills from where they are currently, and focuses on healthy lifestyles, knowing how to appropriately handle competition (not everyone will win the game), sportsmanship, and it is an inclusive class for all students. The activities are highly engaging and creative. Students learn about rules and how to follow them within a game, and they learn to resolve issues. All Allen students receive Physical Education. Students have Physical Education one or more times each week.

Our World Language program is a draw for many students who come to Allen. We offer both Arabic and Spanish to all of our 3rd, 4th, and 5th grade students. We also collaborate for language experience with our local University of Michigan students, and use the language programming to also teach about the culture with artifacts, music, and examples of items from other countries such as clothing and other textiles. Students in grades three, four, and five have World Language one or more times each week.

In the area of Music, we have an extremely strong program with a veteran teacher. Students learn about music, singing, the science behind, and in, sound and the making of instruments, using instruments (from a variety of cultures), and they learn history relevance of music in the world. Our older students start using recorders in the 4th grade, and our 5th graders have classes in string instruments or band. Music education is for all Allen students, Preschool-5th grade. Students have Music Class one or more times each week.

Our Library/Media Specialist works with our students in our library, using her experience to enhance students' love for books and reading, how to use books for different purposes (reading for pleasure, research), and part of the media experience is to use technology, learning how to use it safely and appropriately, as well as accurately. Students are provided opportunities to explore, share, and engaged with

text and media that interest them. All Allen students have Library/Media time one or more times each week.

The Special Area Team is the group of teachers listed above, and they collaborate together on their work, but they also collaborate with classroom teachers to align their special curriculum to that which is happening in the classroom.

Finally, this year we also have a Project Lead the Way-Launch (PLTW) teacher who works in classrooms with the general education teachers to teach hands on real life science with our K-5 students. Students are learning about physics, electronics, and they are using materials to build and create, including robotics. Students have PLTW for a multi-week session each year, and the class is co-taught with the classroom teacher and PLTW teacher.

### **3. Instructional Methods, Interventions, and Assessments:**

Allen staff use a variety of methods to meet the diverse needs of our students. Differentiated teaching occurs regularly in math, reading and writing. A whole group lesson is taught followed by work time that varies based on the student needs. The workshop model is used in the upper grades for reading and writing and centers are used in the primary grades, all of which allow for multiple opportunities for differentiation in Language Arts. Small group or guided math is employed in classrooms based on student needs. Skills may be re-taught, pre-taught, or extended based on the current level of performance teachers have observed.

helping teachers strengthen their practice as well as deepen the understanding and teaching of tougher concepts in each grade level.

## PART V – SCHOOL SUPPORTS

---

### 1. School Climate/Culture:

John Allen Elementary School works continuously to engage students, and to motivate them to be successful. Initially, we share out our school theme for the year before the first day of school, as a way to engage all stakeholders to be excited to return to school after the summer break. (For example, our school theme for 2015-16 was "I am an Allen Eagle! What is your Super Power?") This give an exciting edge for the first week, and is used in student goal setting and expectations for the school year.

Our teachers are continuously working to improve in student engagement practices and in current best practices, but we all know that our relationship with the student is the critical foundation for a successful year. We spend time before school begins at events like our Meet and Greet night meeting our students and their families and welcoming them to the new school year. We spend the first week and the first few weeks of school getting to know our students and our families and sharing what is expected and coming for the school year regarding curriculum and programs. We are excited about learning and being together, and this shows and carries over to our students and families.

Knowing that a valuable and relevant practice is to have students participate in their learning goals, we create individual student goal setting plans each year, that are reviewed and adjusted with student and teacher participation three times during the school year.

We use our PBIS training to help motivate students and to redirect students when they are making choices that do not meet our behavior expectations. Classroom celebrations are implemented multiple times each school year to celebrate success, and we have three full school celebrations each year called Eagle Extravaganzas. The school-wide event is a carnival like atmosphere where our students get to choose favorite activities and get to move around to different parts of the school, seeing teachers in a new light as face painters, game players, craft makers, and music makers. This is a grand reward for our hard work in academics and behavior.

We mentor students and seek to understand when students are misbehaving. We use those moments as opportunities to teach better choices and ways to manage feelings and emotions, and we give many chances. Our goal is to keep our kids in school and in the classroom as much as possible, and this keeps them in a place of accessing the curriculum, feeling accepted, and knowing that we will always give them a fresh start.

Our teachers feel valued and supported through many opportunities for leadership roles among their peers, for active professional learning communities around school climate, school improvement, equity team, technology decisions, and other school focused teams. They are the foundation of the climate we have created, and they design and implement this as a team. Our teachers also have many opportunities for professional growth with district provided opportunities and conferences around the state and the country. John Allen Elementary School works continuously to engage students, and to motivate them to be successful. Initially, we share out our school theme for the year before the first day of school, as a way to engage all stakeholders to be excited to return to school after the summer break. (For example, our school theme for 2015-16 was "I am an Allen Eagle! What is your Super Power?") This give an exciting edge for the first week, and is used in student goal setting and expectations for the school year.

### 2. Engaging Families and Community:

Our parents are one of our greatest assets for our students and staff. With a strong Parent Council supporting our school, we have funds for teacher grants, school events, field trips, and support for our initiatives and programs.

Parents are included on our School Improvement Team as well, and we have several who sit on that team. Their input is invaluable for us as we note our progress on our goals and gain insight on areas that we need

to improve on as we look to the upcoming school year.

Parents are included in our daily practices, with strong parent volunteers, room parents, and parents who donate a variety of items to our school for classrooms and events. Our school functions, both during and after school, include parent leaders and helpers in a variety of roles. Parents plan and run both of our school book fairs, our Multi Cultural Night, our Country Fair, and they come in and help to work on cleaning up our campus and sprucing up the building. (This was never more evident than when we experienced our flood and rented a school for several months). Parents have taken initiative to win grants for our outdoor classroom and nature areas, and parents help in our school processes and procedures.

We have annual Parent Teacher conferences each fall, and then continue to keep parents abreast of student achievement thereafter. We utilize an achievement team process to identify specific needs, interventions, and supports for students that includes parent input and decision making.

Being a Title 1 building also offers us an opportunity to reach out to parents, and we do this with Title 1 Parent Meetings and Title 1 Family event nights that focus on curricular areas such as writing, science, and math.

### **3. Professional Development:**

Our teachers have both District provided and required professional growth and development days during the school year, but they also have monthly Professional Development (PD) hours in lieu of staff meetings. Additionally, teachers are provided opportunities for growth outside of the school day, outside of the school year, and they are offered opportunities to attend relevant conferences.

Our work is aligned with academic standards in that we are constantly examining our plans, programs and connection to the Common Core State Standards. We use the Atlas system to add our plans, key terms, I can statements, and to collaborate and share ideas about the curriculum and programs. It is also used to guide us in the form of a pacing guide. Our district PD days are focused on program implementation to support learning to meet the goals of the Common Core State Standards.

The monthly PD Hours are used to give bursts of ideas of rationale, with staff input and leadership, and to offer opportunities to watch peers teach and implement strategies and lessons.

Our Professional Growth time is also used to focus on the best use of data to determine areas of great success and great need, and to develop strategies and interventions to address those.

Teachers are encouraged to attend conferences related to their field and work. Many of our teachers attend conferences around the state for Music Education, World Language, Physical Education. Technology in Education, Reading, and Math.

### **4. School Leadership:**

The principal of John Allen Elementary School provides leadership, guidance, and opportunity for all stakeholders. Her philosophy for education to be inclusive, offering access to the curriculum to all students, to work with students to be at school and in class, and to support teachers so they can do their best work, and to support families as needed in the educational process.

The structure of leadership in the school is multifaceted. The principal is the educational leader, but provides administration, support for students in crisis, falls into the role of counselor (as needed), and works with students to problem solve when there are behavior issues. The principal fosters leadership within the staff in a variety of roles. We have a Lead Teacher who supports in ways such as filling in for the principal as and if needed, supporting staff however possible, guiding with instructional coaching, mentoring new staff, and creating and redesigning policies and procedures to maintain current practices and expectations. She also leads our School Improvement Team.

We have teachers who serve in roles such as Bus Liaison, supporting the bus drivers and students as needed, and a Teacher Webmaster who updates our school website and school kiosk. We have teachers who serve as Curriculum Leaders and who lead sessions for professional growth and practice. Teachers lead student groups within the school, and teachers lead amongst our grade level teams and school committees. Teachers push each other to be their best and work strong in using data to design instruction, to monitor student learning, and to analyze their instructional practices.

Parents sit on our School Improvement Team, and our Parent Council is active and strong component of our foundation within our school community. Parents give input and share ideas, as well as asking questions and supporting each other through the educational process. We have a parent representative who helps and supports parents with children identified with special needs, and parents who organize and plan some of our major school events.

The principal has implemented a mentoring program in the school where teachers take some time each week to check in with a student they are mentoring who is identified as being at-risk. This program builds relationships and offers students an adult who can provide attention and support. The principal and teachers have used the Positive Behavior Interventions and Supports system to implement classroom celebrations and school wide celebrations as rewards for our students' hard work, and to build community and relationships.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

---

What makes John Allen Elementary Successful? Our people. Each of our stakeholders owns our success. We work together to use data as a way to improve student learning, and we triangulate data with multiple sources, while being cognizant of how much we are testing and for what purpose.

Our school is diverse, both socio economically and through global heritage. The various backgrounds and cultures that make up our community are invaluable to our success. We embrace our people.

The Allen staff members are an amazing team who use data to drive instruction, to design instruction, to monitor student progress, and to analyze their own work. You see this with our Data Teams that meet every 6-8 weeks during the school year to look for the biggest areas of need for enhancing instruction.

Our parents are part of the team. Several parents are on our School Improvement Team, which meets at least three times during the school year. They give input and feedback, ask questions and provide insight into our work. Our Parent Council meets monthly and works to support the school however possible; this is another place where parents give input and insight into our processes and systems. Through the work, vision, and organization of our parents, we have several big events each year, such as our Book Fairs, Multi-Cultural Night, Country Fair, and our Fun Nights.

Our students work to understand their own learning with the guidance of their teachers. They have individual personal goals and they conference with teachers about their progress and learning. Students take ownership in the school by serving as helpers in a variety of roles, and by joining student level committees such as Pride Team (school pride), Peers Achieving Lifelong Success (PALS), and Service Squad.

John Allen Elementary stakeholders strive for continuous improvement with high expectations for all. We embrace our community, and we have a passion for growth and learning.