

Beyer Elementary School
Title I Plan
For FY19
for
Board Approval - June 26, 2018

Beyer Elementary School

School-wide Improvement Plan

1. Focus on Learning / School Needs

The focus on learning for Beyer Elementary School is to utilize the SMART Learning Process to progress monitor student growth at both the school and team level to guide teaching and learning. The school adheres to a SMART cycle with terms of developing short and long term goals that guide ongoing decision making based on common assessment tools at the school and district level. Beyer Elementary staff annually participates in a collaborative data analysis process using district assessment data to determine specific goals, areas of weakness, targets and strategies within grade level standards that are vertically aligned in Math, English / Language and social emotional.

After the data analysis process, certified staff and administration develop an action plan based on best practices and instructional supports to help differentiate instruction to meet the learning needs of all students. Professional Learning Communities (PLC) at grade level will regularly meet throughout the school year to progress monitor team level goals using common formative assessments measuring student progress towards meeting standards. Grade level teams will also develop action plans to meet short terms goals and participate in data share outs each trimester where teams will share the effectiveness of their plans in helping all students meet learning goals and engage in best practice discussions.

After participating in the collaborative process, individual teachers will deliver daily lessons engaging students in meaningful learning experiences aligned to essential learning outcomes. The consistent effort by all teachers to deliver effective instruction and create a safe learning environment supporting student learning will help the school's Student Attendance rate meet or exceed state averages as indicated by Illinois Report Card data over the past two years.

To enhance teacher capacity, the school's leadership team will develop a working professional development calendar to enhance teacher effectiveness at both the planning and implementation stages. Action plan strategies and teacher feedback will be considered when determining trainings for ongoing professional growth. Based on a needs assessment survey, teachers indicated they need additional training around technology and how to use it to support teaching and learning. In-house teacher leaders have been identified to assist in this venture, and potential outside training for technology services. Also, we will achieve this by delivering balanced literacy instructional approaches to enhance student comprehension and fluency in an effort to address vocabulary acquisition in conjunction with our standards based

SMART goal. We will seek continued training through the ROE, district curriculum leaders, and in-house teacher leaders. Professional development will address, but will not be limited to, areas deemed necessary to enhance teacher effectiveness and student learning.

Professional development opportunities will be sought both in-and-out of district to support district and school level initiatives, programs, and strategies that consider materials and resources intended to increase student progress towards goals. Professional development will be continuous and based on the needs of the school as determined by Professional Learning Communities at all levels through the ongoing utilization of SMART Learning Systems. The participation of staff members in ongoing professional development will help promote collaboration and professional growth, which is an area of need to increase the *Less* implementation as measured by the 5 Essentials survey.

Data would suggest that current systems have been effective in increasing student learning towards growth goals and proficiency levels. Based on aggregated data from the Spring MAP assessment, 91% of students qualifying for a growth measurement made positive growth in the area of Math and 78% in the area of Reading. In relation to building wide goals, composite data indicated 45% of student met their projected RIT goal in the area of Math and 23% in the area of Reading based on MAP growth data from Fall to Spring. Through engagement in SMART Learning Process, certified staff and administration identified Numbers and Operations in the area of Math and Key Ideas and Details in the area of Reading as the foundational areas of need. Ongoing progress monitoring of continued growth for these indicators will be analyzed after each benchmark assessment for the upcoming school year. Monitoring student growth on incremental MAP benchmark assessments will help determine students' progress and guide future design of instruction to help all students meet their growth targets.

In the area of Literacy skills, Beyer will be implementing a newly adopted districtwide program, Reading Horizons, which intended to increase phonemic awareness for primary level students. Based on data collected from a school within the district piloting the program, data indicated positive results in relation to students demonstrating phonetic skills. For example, data showed that in the area of Spelling and Word Recognition, the piloting school showed a 12% growth at the 1st Grade level and 15% growth at the 2nd Grade level from Winter to Spring. The Reading Horizons program will be integrated into daily instruction to support the District's current ELA curriculum and the school's Literacy goal focusing on vocabulary acquisition, comprehension, and application. The school will seek materials for the 3rd Grade and Special Education classes, along with providing further training for all certified staff based on the effective outcomes from another school's data in district. The Reading Horizons program will also serve to provide additional support for English Learners at Beyer who

constitute 4% of the population.

In relation to the statewide Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, trending data indicates a decrease in the achievement gap between subgroups. Composite scores for the following comparison between student subgroups showed a decrease in the achievement gap from 2015 to 2016: Non-Low Income / Low Income 12% decrease, White / Black 2% decrease, White / Hispanic 4% decrease, and Non IEP / IEP 5% decrease. Based on 2016-2017 Illinois Report Card data, 20% of students have an IEP and 20% of students are Homeless at Beyer. The needs of these subgroups will be continuously be analyzed to address factors negatively impacting the ability of these students to demonstrate learning. For students with an IEP, the following opportunities will be considered, but not limited to, maximize learning opportunities: Grade level inclusion for at level instruction, materials and resources supporting instruction, individualized learning opportunities, support staff services, and ongoing teacher training. For students who are Homeless, the following factors will be considered, but not limited to, maximize learning opportunities: Extracurricular participation, supplies, clothing, parent training, outside agency support, and mentoring.

Data representative of the school's stakeholders from the 5 Essentials Survey shows that in the area of Effective Leaders, responding participants indicated a rating of at least *Average* over the past three years. By continuing to engage in Professional Learning Communities, encouraging teaching leaders, and the efforts committees will help establish a shared vision for success.

In the area of Involved Families, the implementation level was *Less* and will be continue to be a focus area for the school to increase parent/guardian participation for the sake of student growth. The school will make a concentrated effort to advertise schoolwide goals and student successes in various ways. The school will actively communicate through, but not limited to, the use of mailings, online resources, family engagement nights, standards based report cards, progress reports, parent/teacher conferences and any presented opportunity to increase parent engagement.

2. Special or Support Programs

List of Special/Support Programs

1. I Read tutors: daily participation
2. Kids Hope USA/Mt. Olive Lutheran Church: daily participation
 - a. Tutors come daily to assist students within the specific areas of instructional and socio-emotional concern.
 - b. Weekly after-school tutoring provided for students with specific curricular areas

of instructional and socio-emotional concern.

3. After-school Programming:

- a. Lego League Team - Meets 4-6 hours a week for four months.

4. Youth Services Network:

- a. Behavior Interventionist Specialists serves to assist in-school interventions.
- b. Facilitates in parent contacts and home visits
- c. Aid in the YSN truancy office

5. Use of Title 1 tutors:

- a. Provide interventions at the tier 2 and tier 3 levels to struggling students.
- b. Track data to support skill attainment for students on caseload.
- c. Provide student data to bolster the need for problem solving team review.

3. School wide improvement/ reform strategies.

Through the use of Baseline data from end of the year MAP assessment pieces, we have located specific areas of concern. As of the 2017-2018 MAP end of year assessment only 45% of students met their RIT growth goal in Mathematics, and only 23% of students met their projected RIT growth goal in English Language Arts (ELA). Also, only 41% of students are currently grade level proficient, as described through MAP mean data at the end of the year assessment, in Math. Only 31% have met grade level proficiency within ELA, as described in MAP mean data at the end of the year assessment.

Through the use of the SMART cycle process as discussed in section 1, Beyer will address deficiencies in key standards within vertically aligned domains within the Common Core Curriculum. Given the low performing test data in all domains within the MAP assessment, domains that are foundational to advancement of at level proficiency have been identified by staff as a starting point for intensive instruction within the SMART process. Vocabulary Acquisition and Use was the chosen domain within the ELA curriculum and Numbers and Operations within Math.

Vocabulary acquisition of both academic and domain specific terms are instrumental in academic success for young readers. In the coming school year Beyer has taken a vertically aligned approach to having all students make observable growth within a central vocabulary and acquisition domain standard. At the third through fifth grade level the Common Core Standards L.3.6, 4.6, 5.6- (Acquire and use accurately grade appropriately grade appropriate and general academic and domain specific words and phrases) will be the point of focus. At the

Kinder through Second grade level the Common Core Standards LK.1, L1.6, L2.6- (Use words phrases acquired through conversations, reading and being read to, and responding to texts.)

We believe this weakness with Vocabulary is a basis for only 37% of students making RIT growth goals, and only 31% of students are at grade level as charted by the end of the year ELA MAP Assessment. We believe that this is in part due to a lack of meaningful experience with grade level texts. Therefore, we must provide the students with exposure and interaction with multiple texts at both the tier 1 and tier 2 levels with concentrated discussions of domain specific and academic vocabulary within those texts. The read-aloud delivery, and other aspects of the balanced literacy approach, will enhance the ability for students to take ownership of their learning through meaningful student driven partner discussion, and the writing component in journals in response to their reading.

Using Marzano's 6 Steps of teaching academic vocabulary as support for our needs to reach our instructional goals within vocabulary acquisition, teachers will be using a number of texts as instructional tools as a read-aloud / making meaning and novel / expository text study at the class level for the sake of providing context for academic and domain specific words. These texts will be used in both whole groups as well as small group guided reading instruction. With the use of these read-aloud texts, students will be engaged in grade appropriate texts and will follow various think, pair; share / think pair write lessons to enhance text interaction. These text studies will provide the setting to expand their exposure, understanding, and eventually usage of academic and domain specific vocabulary. These texts will provide for teachers to use research based strategies that apply to all students at Beyer at the tier 2 level. This allows for an approach steeped in the practice of balanced literacy. Such practices can be organized to account for different levels of students. For students meeting proficiency the teaching of literary elements, text based inferences, and the ability to use words in contexts to find the meanings of unknown words and synonyms. For our students still working towards proficiency texts can be used for cloze reading, word sorts, and think alouds will support learning. For our students who are falling significantly behind we will use the texts to teach Making Meaning, retells, and visual cues with words.

In keeping with Marzano's 6 steps of Teaching Academic Vocabulary we have identified a need for the use of student writing to support their acquisition of vocabulary. Through the use of vocabulary notebooks across the K-5 spectrum various methods can be taught and recorded by students to gain proficiency with vocabulary acquisition. At the primary, English Language Learners (8% of student population), and Special Education students (20%) levels notebooks can be used for inventive writing in conjunction with vocabulary illustration. At the upper-elementary level strategies, such as, use of words in available texts, student authored writing with assigned vocabulary, and the use of vocabulary within figurative language will be

used to gain proficiency. The ability for students to purchase these notebooks given the high rate of low income (78%), and the many homeless children (20%), will affect our implementation of this program.

The physical setting of the classrooms will be used to help engage the students with vocabulary being taught as well as that which has already been acquired throughout the school year. Walls will be used as a teaching tool. All material available on the walls will be used as an introduction into the teaching strategy or vocabulary introduced, as well as a “class wide notebook” to be called upon as reference and other levels of continued interaction throughout the school year.

Marzano speaks of the importance of games in vocabulary acquisition. Beyer plans to purchase technology programming such as, but not limited to, Flocabulary that helps students to interact with newly acquired vocabulary in order for them to meet the goal of retention. This software will enable a fun and focused way to practice vocabulary for all students at Beyer. The software agreements will allow students to “play” the vocabulary games in school, as well as home. Given our significant rate of homeless and students involved with outside agencies with the public use of internet based computers, students of all backgrounds will be given tools to practice their vocabulary outside of the academic setting regardless of how meager their lodgings may be.

In response to end of the year MAP data it has been found that there is a significant need to address the most basic of mathematical domains, Numbers in Base 10 (NBT). To that effort, the staff has vertically aligned their grade level goals to address a deficiency in standards pertaining to place value. It is in that basic tenet of number sense that all operations and therefore number sense derives. This is identified through the Kindergarten Common Core Standards of K.CC.4 understanding number and quantity relationships, and K.CC.7 Comparing two numbers between number ten. This vertical alignment continues First through Fifth grades, within the first Common Core Standards of the NBT domain. All of which directly rely on the grade level understanding of place value, the use of that place value sense to apply rounding concepts within grade level expectations, and the ability to apply that place value number sense to solve operations at grade level expectations.

As measured by the end of the year Math MAP Assessment, only 45% of our students met their RIT growth goal in math, and only 41% are currently at grade level. We believe that these low scores in mathematics are a direct result of a lack in understanding of basic number sense within the Numbers in Base 10 domain. This Domain transcends into each of the other domains of Numbers in Fractions (NF), Operations and Algebraic Thinking (OA), Measurement and Data (MD), and Geometry (G). As we came to focus our needs to the essential standards within this domain we chose that focusing on place value understanding, extending that

understanding to rounding numbers, and operation work with those numerals at appropriate grade level proficiency (K. CC.4, NBT. 1-7). In honing our instructional deliveries, we believe the use of manipulatives, title 1 tutors, and technology will enhance student mathematical skills across all domains.

In order to allow all students to meet expectations within this mathematical skill (NBT 1-5 Place value understanding, rounding, and operations within that system) there is a need for differentiation within the tier 2 level of instruction. This differentiation of delivery within student performance groupings require access to hands on materials. In addition to small group instruction, the use of manipulative materials, number line programming, will help students create the fundamental understanding of place value. This will allow them to be successful at grade level computation of math facts within the Numbers and Operations domain of instruction. This manipulative use of guided math tier 2 intervention piece will help Beyer to meet the needs of the many students who come to attend the school at different academic levels given the 29% mobility rate experienced at the school.

The use of technology will help students to establish the understanding of place value and Numbers and Operations. With the use of software guided towards primary students on iPads, the ability to more effectively master basic math facts and understanding of counting and digit to place value relationships can be achieved. These fun and interactive games will help to bring appeal to all students of Beyer and provide for the strong foundation of number sense that is necessary for success within the other Common Core domains.

The use of Math discussions to build fundamental mental mathematics concepts will be used throughout the building. This will include the use of real world based problems that can be deconstructed and organized by way of verbiage into numerical expressions. The organization of these word problems from the written word to numeric form will create understanding of key vocabulary. This approach will support Beyer's ELA SMART goal of vocabulary acquisition and helps to accomplish cross-curricular goal integration. In that same spirit of combining goals across curricular lines, it also includes the domain of Operations and Algebraic thinking, thereby showing multiple strengths can be established from these most basic of mathematics standards.

The use of Title 1 tutors to help with tier 3 interventions within these skills in both ELA and Math for our students with the lowest level of success will be utilized. In another school within district, of the 51 students receiving Title 1 tutoring last year, 91% made positive growth in the area of Math, and 78% in the area of Reading as indicated on the Spring MAP assessment. These tutors will be used to help enact various strategies in the small group and one to one setting to enhance our most struggling students' ability to learn skills. Through the tracking of these tier 2 and tier 3 interventions, in conjunction with the classroom teacher, data

will be gathered and discussed as a viable method of instruction for the student, or for the need for more extensive action at the team level. Also, the use of Reading and Math tutors from Roscoe United Methodist Church will be provided with grade level materials that apply to the SMART goals for the students they meet each week.

4. Mental Health, Specialized Instructional Support Services, Mentoring Services, and Other Strategies

Beyer utilizes a number of in-house and outside agencies and strategies to help provide for multiple student needs. The one constant throughout consecutive years is the implementation of the ACS program to help meet the needs of students. A Connected School (ACS) is a program designed to identify student needs through guided questioning in order for the student to remain in the classroom and gain appropriate means to communicate those needs to teachers and staff. Beyer is staffed with a Behavior Interventionist Specialist (BIS), from the Youth Services Network (YSN) to help fully implement that program.

Through the Youth Services Network (YSN) a truancy officer is provided, in conjunction with the BIS to assist in chronic truancy. The school BIS also makes regular home visits to help combat chronic truancy at Beyer. As reported in the ISBE School Report Card Beyer suffers from a chronic truancy rate of 24%. Continued collaboration between Beyer and YSN will help to lessen that percentage. The BIS, as provided by YSN, also holds summer programming two days a week in conjunction with the summer lunch program at Ridge Park through the Rockford Park District. This programming involves open gym, field trips, and additional mentoring throughout the summer months.

Our United Way partnership is in the form of I READ tutors who are provided as an additional tool in the development of strong grade level readers at the primary level. I READ tutors visit Beyer daily and are assigned to primary level students in an effort to support the mission of attained grade level literacy. Still, they also provide a level of consistency within their assigned students that teaches self-worth and support that lends itself to a healthier school climate.

Roscoe United Methodist Church is an outside agency that Beyer School remains in partnership with. They provide tutors on a daily basis for students who have been designated as requiring extra academic help as well as a need for one to one mentoring. In this way, students are able to develop healthy relationships and are provided positive examples of caring adults in the community. These relationships foster the need for academic achievement, emotional stability, positive social interaction, and basic life skills necessary to attain success in adult life. In addition, the Roscoe United Methodist Church also provides after school tutoring one day a week to a number of students to further extend their academic day.

Northwest Community Center (NWCC) is a partner who provides after school care for many Beyer students. NWCC is a regular bus stop on one of our bus routes for students whose parents have sought out this community resource. Staff at NWCC have regular contact with Beyer staff to discuss specific student interventions and concerns to help meet the emotional and safety needs of Beyer students.

Title 1 tutors have been used in the past to bolster academic and personal support to our students in need of one to one tier 3 instruction. Title 1 tutors provide another example of additional positive exposure to positive adults on a personal level. This level of consistency adds to the positive climate that Beyer aims to create.

REBA basketball programs, chess club, and running club are examples of constructive after-school activities offered at Beyer throughout the school year. These programs foster a sense of school pride and ownership that helps to mirror the goal of a positive school environment as well as enhance parent participation and buy in.

Beyer wants to explore services from Shores Learning in Rockford, Illinois. Shores Learning will provide a mentoring program called S.I.M.B.A. (Safe In My Brother's Arms) Circle. S.I.M.B.A Circle will model and demonstrate educational excellence and leadership within the classroom setting and the community. S.I.M.B.A Circle will address academic needs, community issues, fatherlessness, low self-esteem, and accountability to name a few. The program will address the high suspension rate for physical aggression in our male students in the 4th and 5th grades at Beyer Elementary. Through the efforts of S.I.M.B.A. Circle, the suspension rates will decrease.

5. Activities preparing creating student awareness for postsecondary education and career.

Beyer students will be exposed to postsecondary opportunities in a variety of ways. One initiative across grade levels will be to engage students in goal setting exercises that will help them become more invested in their education. By students self-monitoring their own progress, the experience will lend itself to opportunities for postsecondary discussions and exploration. As teachers implement their Literacy action plans and expose students to multiple text, planned opportunities to integrate content with college and career readiness standards will be available. The frequent exposure to informational text will again generate further exploration of post-secondary awareness through engaging student in writing activities driven by teacher prompts and student self-reflection.

To extend beyond planned instructional opportunities to engage students in postsecondary awareness, the school will seek further opportunities outside of the classroom to create real life experiences for students. Beyer will seek partnerships with local businesses and organization to explore potential field trips for students. Yearly, grade level teams have

taken students on field trips, but the focus going forward with field trips will be to extend the learning opportunities for students in their ability to meet standards. For the upper grades, a college and career focus will be also factored in when determining field trips.

In partnership with other District schools, Beyer will participate in events with a postsecondary focus. For example, another elementary school in district houses an annual Career Fair, which provides 5th Grade students with an opportunity to interact with local businesses and entities for the sake of community growth. By students participating in these types of events, a baseline will be developed as students transition into the middle school levels where students participate in a Career and Exploration elective class and other interactive events like Job Fairs. This transitional focus from one level to the next again lends itself to collaboration efforts between zoned schools who are trying to vertically align and create a progression of growth towards graduating and becoming college and career ready.

6. Describe any activities regarding the implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, and how your school coordinates such with IDEA services

Beyer follows A Connected School (ACS) format in dealing with behavior. This program requires the establishment of well taught and regularly reviewed classroom beliefs, rules, and procedures for dealing with student misbehavior. These procedures help to guide a student through self-reflection through an established questioning process pertaining to that student's needs. It highlights their error in the chosen communication of those needs, and proposes positive alternatives in coping and communication in the future. This model promotes positive classroom and school culture, student buy in, and ultimately, enhanced student achievement.

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PBS will be utilized at Beyer. PBS procedures will be put into place to reward students for positive behavior, attendance, and leadership.

7. Describe any activities regarding professional development to improve instruction and use of data.

There is a need for professional development at Beyer and is necessary in the implementation of school wide PLC goals of Vocabulary and Numbers in Base Ten domains discussed earlier. An immediate area of need that corresponds with both our ELA and Math goal is the use of technology.

As discussed with RPS staff, there is a need to improve our daily interaction with technology in order to attain our district's mission of creating a 21st learning environment. Beyer has access to both hand held devices for the primary grades and chrome books for the upper-elementary students. Additional PD through teacher leaders, KIDS and RPS district staff, and possibly outside agencies will aid in the use of available technology to achieve these goals.

Teacher leaders can also aid in in-house PD pertaining to specific sites and apps used to achieve goals of standards based instruction when possible. Specific examples of these websites and apps and how they are able to help improve learning through specific standards will be focal points of certain PLC meetings throughout the school year.

There will also be PD on the proper usage of Compass Learning and Reading Horizons as a tool to develop grade level proficiency, RIT growth, and on level literacy. This PD will focus on the use of the online tools to enhance data driven instruction, responses to areas of deficit, and the maximization of available technology in the classroom.

A continued collaborative process with MAP coaches will be used to help teachers maximize the tool of MAP testing. Specific MAP PD including and not limiting to leveled student grouping for tier 2 instruction, increasing student buy in through the use of per pupil data and goals, and the ability to generate formative assessments.

8. Describe any activities regarding strategies for assisting preschool students transition from EC programming to the elementary school program.

To help assist preschool students transitioning into the elementary level, Beyer will host an Open House event at the beginning of the school year. This event will be an opportunity for students and parents to tour the building, meet their teacher, and engage in activities intended to acclimate them with a new environment. There will be other opportunities throughout the school year where students and parents are invited into the school to establish a lasting rapport and collaborative approach to student growth. The school's FACT Committee (Families and Community Together) developed an events calendar for the year and will be communicated out to all parents at the beginning of the year.

Another factor that will be considered in the transitioning of EC students to elementary is the K grade level team creating a sense of familiarity for those transitioning students. EC classroom uses ECERS as a framework for creating an ideal learning environment for all

students. Through PLC collaboration, K teachers will analyze common best practices amongst the two levels and continue build on the necessary foundational skills that will help this population of students be successful each year.

To help gain parent feedback the need to assist transitioning students, administration will issue a parent survey seeking out such information at the beginning of the school year. The same survey will be given at the midpoint and end of the year to better understand how the school can meet the specific needs of stakeholders and continually adjust.

9. Describe any activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching.

Beyer is committed to the continued professional development and support for effective teaching at both ends of the teachers experience spectrum. Professional development opportunities will be offered through in-house school leaders, ROE representatives, and RPS district employees to enhance teacher instruction. Bi-weekly PLC meetings allow teachers to share best practices to build upon their teaching craft to meet the needs of a diverse group of learners. The use of retired teachers as Title-1 tutors will continue to aid in this requirement of effective experienced teachers providing meaningful instruction.

10. Responding to Homeless Families

The homeless rate among Beyer students has more than tripled from observable data between years 2013-2018 from (15) 4% of students to (60) 20% of students. In an effort to bring a full level of support to homeless families we will work closely with YSN to gain access to the multiple resources available to homeless families in the Rockford area. Also, through enhancing our existing relationship with Northwest Community Center we will partner to provide access to after school, summer camp, extracurricular, and enrichment programs at the center to provide for the physical, educational, and emotional needs of some of our most at-risk subgroups of children. Also, we will work to provide mentoring opportunities for homeless students through our partnership with Roscoe United Methodist Church. We will also undergo an initiative to become a school uniform building. We believe that this will serve two needs for low-income and homeless students. Uniforms can be purchased with little economic resources allowing for less noticeable class distinction. Also, it allows for a more focused and attainable goal of community partnership when it comes to donations of new and gently used clothing. As demonstrated through the uniform program carried out by Mt. Olive Church, a community partner with Beyer Elementary, affordable uniform clothes purchased at registration, parent teacher conferences, and curriculum evenings made uniforms accessible to all families within the school.

11. Describe any activities and/or approaches to engage parents in their child's education and

school.

Beyer will recognize students each trimester to help celebrate academic success, positive behavior practices, and attendance. Through the partnership with the school based FACT committee, we will also invite parents for curriculum evenings. Examples would be Spooky Reading Nights, Math Games, and Art Shows. We also plan to focus on improving parent participation with use of a P.T.O. in order to collaborate with parents and staff to help generate additional ideas to enhance parent engagement and participation.

12. Describe any activities and/or approaches to meaningfully engage stakeholders in the development of your school's Title I Plan.

In order to engage teachers in the process of writing the Title 1 plan a two day boot camp was held at the end of the school year. As stated earlier, the goal of that boot camp was to disseminate end of the year MAP data to locate collective areas of weakness to focus on and correct through the implementation of the SMART Learning process. The domains of concern were located in both student mastery levels and importance to the overall curriculum. Standards were located and aligned, strategies were devised, professional development suggested, and wish lists created by the teachers at Beyer in an effort to effectively reduce these system wide learning deficits within the ELA and Math instruction.

To help guide the writing of school improvement plan, feedback from other stakeholders was considered through data collected from the 5 Essentials survey and P.T.O. collaborative efforts. In moving forward this year we plan on providing both students and parents multiple opportunities to respond to surveys guided at tracking feedback pertaining to school-wide improvement goals and objectives. The P.T.O will be sought out and encouraged to routinely be involved in any events that are designed to bring stakeholders into the building. For example, P.T.O. will be asked to be present at the school's registration days to help encourage other parents/guardians to participate and communicate out already planned events. Other opportunities to gain engagement will be through monthly P.T.O. meetings. P.T.O. meetings will provide the opportunity to generate discussion of concerns, beliefs, and needs shared by parents on a monthly basis. These and other school-wide events will also be used as an opportunity for further recruitment to complete 5-essential surveys.