



Schoolwide Plan

School Name:

HH Beam Elementary School

Building Principal:

Ryan Smith

Select One: (Right click on the appropriate box to insert a check)

- ☐ Initial plan for new schoolwide program
- ☒ Revised plan for a school currently operating a schoolwide program

Gaston County Schools Title I Representative

Dr. Cynthia Reynolds

Date Completed/Revised:

5/15/2020

Introduction

Due to the reauthorization of the Elementary and Secondary Education Act (ESEA), most commonly known as ESSA, certain components are required to be included in planning for schoolwide programs and in the writing of a schoolwide plan. By completing the provided template, schools will develop a new plan or update current plans that will meet the new requirements.

The plan shall be developed or revised with the involvement of: (Check all that apply)

- ☐ Parents
- ☐ Other members of the community to be served
- ☐ Individuals who carry out the plan including teachers, principals, other school leaders, administrators, paraprofessionals present in the school
- ☐ Local Education Agency **Representative's name:**
- ☐ Tribal organizations present in the community (if applicable)
- ☐ Specialized instructional support personnel **Representative's name:**

The plan shall be available to the LEA, parents and the public; information in the plan should be in an understandable and uniform format and provided in a language that parents can understand.

If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Schools must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

The budget implication sections must be sufficient in detail to show how Title I funds support the schoolwide program and provide students with a well-rounded education. These sections must match the information in the Consolidated Application Budget.

§1114(b):

Comprehensive Needs Assessment (CNA)

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet challenging State academic standards, the school must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Briefly describe the school's Comprehensive Needs Assessment (CNA) process.

Narrative: The following data was reviewed: School Performance Data, Sub-group Proficiency Comparison Data, EVAAS, Student Attendance, ADA/ADM Attendance Ratio, Discipline Data (*to include ethnicity comparison*), Demographic Data, Principal Monthly & Membership Reports, Free & Reduced Lunch Percentages, Teacher Recruitment, Retention & Attention Data, Quality Teacher Data Report.

How the data was obtained: The School Improvement Team is made up of teacher leaders from each grade level, Principal, Assistant Principal, EC teacher, and ESL teacher.

Our School Improvement Team worked collaboratively to compile and analyze various data sources provided by GCS Accountability Department (*See above narrative*). These perception data provided insight to determine teacher effectiveness and student enrollment trends, student proficiency levels

and attendance (students & teachers) among grade levels. Perception data is very critical to understanding the culture of our community and school. Parent surveys were made available using paper copies in the fall of this school year. Teachers completed a school-wide survey to provide input and feedback regarding their discernment of HH Beam's overall effectiveness. Information on student performance for reading and math was gathered from 2019-2020 BOY & MOY iReady benchmark assessments and End of Grade assessments from the past 3-years. Once the School Improvement Team reviewed these data, members of the School Improvement Team met with their groups that they represent, presented the data (qualitatively), and discussed our school's current needs. Additionally, teachers were enabled the opportunity to complete the 2020-2021 Title I Budget Feedback Form. This form provided a differentiated approach to gather honest feedback regarding how funds should be allocated for the upcoming school year. On May 7th, our School Improvement Team convened to collaboratively discuss team feedback and review school-wide feedback data in accordance with the 2020-2021 Title I Budget Feedback Form. Teams were enabled the opportunity to vote toward how we will spend Title I funds for next school year. Based on team votes, the decision as to how the Title I budget will be allocated for the upcoming school year was solidified.

To solidify the 2020-2021 Title I plan, SIT Team leaders discussed with their teams how certified and support staff can work to further support teachers and students. On May 15th, the School Improvement Team convened to collaboratively discuss staff feedback, review and solidify the 2020-2021 Title I Plan.

Summarize the results and conclusions:

Narrative:

K-3 mClass 3-year Composite (2016-2019): HH Beam Elementary School's Kindergarten - 3rd grade results from mClass (TRC) reading assessment for 2017-19 are as follows, showing the percentage of students meeting end of year benchmarks.

- **Well Below Benchmark:** These data indicate an increase of Kin. - 5th grade students from SY 2016-2017 to 2017-2018 performing below benchmark by an average of **3%**. SY 2018-2019 indicates students performing well below benchmark by an average of **20%**.
- **Below Benchmark:** These data indicate an decrease of Kin. - 5th grade students from SY 2016-2017 to 2017-2018 performing below benchmark by an average of **1%**. SY 2018-2019 indicates an increase of students performing below benchmark by an average of **6%**.
- **At Benchmark:** These data indicate an decrease of Kin. - 5th grade students from SY 2016-2017 - 2017-2018 by an average of **2%**. SY 2018-2019 indicates student performance continued to decline by an average of **5%**.
- **Above Benchmark:** These data indicate an increase of Kin. - 5th grade students from SY 2016-2017 - 2017-2018 by an average of **2%**. SY 2018-2019 indicates student performance at this level decreased by an average of **10%**.

3-5 School Performance Data (2016-2019): Overall school performance at HH Beam between SY 2016-2017 to 2018-2019 decreased by **3%** in proficiency. Growth data indicates a decline of **11%** from SY 2016-2017 to 2017-2018. Student growth increased by **1%** during SY 2018-2019.

3-5 Sub-group Proficiency Data (2017-2019): HH Beam Elementary School's 3rd - 5th grade sub-group results from EOG Assessments for 2017-19 are as follows, showing the proficiency difference between sub-groups and the majority population.

Math: AA: Proficiency gap has increased between 2017-2018 and narrowed during school year 2019; Hisp: Proficiency gap has closely aligned with that of the majority of students from 2017-2019; Two or More: Proficiency gap has narrowed during the 2019 school year; EDS: Proficiency gap has increased during the 2019 school year; LEP: Proficiency gap increased substantially during the 2019 school year.; SWD:

Proficiency gap substantially increased during SY 2019.

Reading: AA: Proficiency gap has increased between 2017-2019; Hisp: Proficiency gap has closely aligned with that of the majority of students from 2017-2019; Two or More: Proficiency gap has increased during the 2019 school year; EDS: Proficiency gap has decreased during the 2019 school year; LEP: Proficiency gap increased substantially during the 2019 school year.; SWD: Proficiency gap substantially increased during SY 2019.

5th Grade Science: AA: Proficiency gap has slightly decreased between 2017-2019; Hisp: Proficiency gap has closely aligned with that of the majority of students from 2018-2019; Two or More: No data available; EDS: Proficiency gap has remained stagnant during SY 2018 and 2019; LEP: Proficiency gap increased during the 2019 school year.; SWD: Proficiency gap substantially increased during SY 2019.

Sub-group Proficiency and Growth (2017-2019):

Proficiency Data: Overall subgroup proficiency data indicate a decrease in performance from 2016-2017 SY. Student performance increased by 1% point during SY 2018-2019.

Growth Data: Overall subgroup growth data indicate stagnant progression from SY 2017-2018 to 2018-2019 SY.

Strength & Growth Areas:

Strengths: Math and Science scores have shown improvement from SY 2017-2018 and 2018-2019. The achievement gap among the Hispanic subgroup is narrowing.

Growth Areas: Growth data among the ESL and SWD subgroups illustrate an upward trajectory from SY 2017-2018 and 2018-2019. There are continued opportunities to improve growth among all sub-groups, however.

Gaps between various sub-groups of students:

Math: AA: Proficiency gap has increased between 2017-2018 and narrowed during school year 2019; Hisp: Proficiency gap has closely aligned with that of the majority of students from 2017-2019; Two or More: Proficiency gap has narrowed during the 2019 school year; EDS: Proficiency gap has increased during the 2019 school year; LEP: Proficiency gap increased substantially during the 2019 school year.; SWD: Proficiency gap substantially increased during SY 2019.

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Teacher Effectiveness (3-5)

Percentage of teachers that have met and/or exceeded growth in each content area:

Strengths: All 5th Grade teachers met growth in Reading.

Opportunities: 3rd Grade Reading and 5th Grade Math

Met Growth: Reading

- 3rd Grade Teachers: 60%
- 4th Grade Teachers: 80%
- 5th Grade Teachers: 100%

Met Growth: Math

- 4th Grade Teachers: 80%
- 5th Grade Teachers: 60%

Met Growth: 5th Grade Science

- 60%

Exceeds Growth: 0% of HH Beam's teachers exceeded growth last school year.

Student Attendance Rate:

HH Beam's Attendance Rate

- 2019-2020: 94% (Aug - Jan.)

2019-2020 Increases

- Sep. - Dec.

2019-2020 Decreases

- Aug. & Jan.

The attendance trend for HH Beam is steady from 2017-2019 with an average ratio of 95%.

Discipline Data Trends (2017-2020)

2017-2018 to 2018-2019: Suspension totals have decreased by 212 discipline assignments in all areas (i.e., ISS (+508), OSS (+133), Admin. Conference (+81), Beh. Lab. Redirect (+246).

2018-2019 to 2019-2020: Suspension totals were on an upward trajectory compared to the previous school year. These data illustrate infractions through March 2020.

Upper grade levels (3rd-5th) have more discipline referrals than the lower grades (K-2). Three year comparison data shows that African American students have a significant increase in discipline referrals compared to remaining student subgroups.

Demographics

Shifts in the demographic make-up is contingent upon total enrollment. During the 2016-2017 school year, HH Beam experienced an influx of enrollment numbers of 180 students due to the closing of a Title 1 school. Total enrollment declined by 143-students during the following school year (2017-2018). Enrollment increased by 18-students from SY 2018-2019 to 2019-2020.

AIG Students: Decreased by 3-students from 1617-1920

EC Students: Decreased by 14-students from 1617-1920

LEP Students: Increased by 15-students from 1617-1920

2016-2019 PMR Report

Student enrollment fluctuates throughout the school year due to it being a transient community. Students enroll and/or withdraw from HH Beam to attend schools within and/or outside the district on a consistent basis. This is due to unforeseen circumstances experienced by families.

Free & Reduced Lunch

According to Free and Reduced Percentages, HH Beam has been categorized as serving a student population of moderate poverty maintaining an average of 40% between the 2014-2015 through the current school year (2018-2019).

Student Retention

Caucasian students averaged the highest retention rate during school year 2016-2017 with 15-total retained. The African American sub-group held the highest retention rate during the school year 2017-2018 with 7-total students retained. There were no retention assignments assigned during 2018-2019 and 2019-2020 school years.

Teacher Recruitment

Beginning Teachers (2019-2020): 22

Teacher Turnover Rates (2016-2019):

2016-2017: 7.9%

2017-2018: 19.1%

2018-2019: 24.1%

Specific areas that are difficult to staff:

Fourth and fifth grades seem harder to staff due to age level and student behaviors. The curriculum is more difficult to teach due to content. Some Title 1 Schools are harder to staff, due to demographics, clientele, and surrounding neighborhoods. Getting and keeping qualified substitutes continues to be an ongoing challenge for teachers.

Teacher Attendance Rate:

Teacher and student attendance trends are synonymous. Increased teacher absences occur during the months of October, November, December, February, March and May. Sick leave is the leading reason for teacher absences. There has been an upward trend in teacher absences from 2015-2017. SY 2017-2018 teacher absences decreased by 73 and have increased by 22 during SY 2018-2019. Tuesday - Friday are days of which absences are recorded in abundance at HH Beam.

2019-2020 Teacher Survey Data:

Participants: 15

Strengths:

- Teacher Efficacy
- Staff/Leadership Relationships
- Educating All Students
- Clear and Established Goals
- Growth Mindset
- Role of School and Parents (High Consensus)
- Future plans to remain teaching/Enjoy Teaching

Area of Growth:

- Resources
- Grit (students)
- Staff/Family Relationships
- Testing/Assessing Students
- Coaching and Feedback
- Professional Learning (Relevant)
- Enthusiastic about coming to work each day

2019-2020 Parent Survey Data:

Participants: 198

Strengths:

- I feel welcomed and appreciated
- The school communicated regularly
- I would like to learn more about what my child is learning at school

Area of Growth:

- Parent interest with parental/family training sessions

Language

- **English:** 92.9%
- **Spanish** 7.1%

Component 1: §1114(b) (7)(A)(i): Opportunities For All Children

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students to meet the challenging state academic standards.

Evidence: Evidence-based strategies structured to identify needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. **Include a description of how the reform strategies will be evaluated for effectiveness.**

Narrative: HH Beam Elementary School is designated a Target School due to decreased composite performance levels demonstrated during the past 3-school years (2016 - 2017, 2017 - 2018 & 2018-2019) in Reading and Math. 5th grade Science showed an increase in proficiency last school year (2018-2019) by 16.3%. Reading and Math showed a continual decrease in student performance yielding a stagnant overall school performance rating.

Based on K-3rd mClass and 3rd - 5th end-of-grade proficiency, students are not meeting benchmarks for reading and math. Continued monitoring in these areas are conducted using the Data Driven Instruction processes. As a result of this, a schoolwide literacy focus across all content areas, including reading and writing strategies that align with the NC Standard Course of Study and GCS core curriculum expectations are implemented.

Content Teachers: Title I funds have allowed the hiring of 2 Content Teachers (K-2 & 3-5). The Content Teachers will assist teachers with routine coaching in core content learning, co-teaching, MTSS processes, best instructional and classroom management practices. Content Teachers will serve as facilitators during weekly Data and PLC Meetings and will assist with testing students. When needed, Content Teachers will assist with small group instruction. They will also administer professional development and coaching for instructional teacher assistants in the area of small group instruction and classroom management.

3-5 Grade Literacy Teacher: Literacy Teachers will provide small group remediation services for K-5 students. They will facilitate the MTSS Process and support teachers with the development and guidance of Tier II and Tier III plans.

The current ESL population at HH Beam for the 2019-2020 school year is 18% (115 out of 633).

The achievement gap between the ESL subgroup:

Reading: -13.6%

Math: -8.1%

Science: -15.9%

Budget Implications:

Content Teachers (2): \$109,117.52

3rd-5th Literacy Teacher (1): 54,558.76

3rd-5th ESL Teacher (1): \$0.00

Benchmark/Evaluation:

K-5 Grades:

Weekly: Formative assessment data (exit tickets, iReady & Classroom assignment data) will measure student growth or proficiency. Discussions around these topics will be held during weekly data and PLC meetings. Robo coaching/feedback sessions outcomes will measure and assist with determining areas of opportunities needed to strengthen classroom instructional practices.

Bi-weekly: Progress monitoring will be conducted every 10 days in iReady to measure student growth or proficiency.

Quarterly: iReady student assessments will be used in order to measure student proficiency/growth and to determine intervention effectiveness. At a minimum, students will be assessed on iReady at the beginning, middle and end of the 2020-2021 school year. K-3 literacy assessments will also be conducted at this timeframe.

Component 2: §1114(b) (7)(A)(ii): Strong Well-Rounded Program

Provide a description of schoolwide reform strategies that: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; and 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Evidence-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness

Narrative:

Instructional Teacher Assistants: Instructional Teacher Assistants will provide behavioral and instructional support primarily in 3rd-5th grades classrooms. Specifically, ITAs will be integral to small group instruction and classroom management. ITAs will also monitor Tier-II & III Behavior Interventions.

Innovation Station Teacher Assistant: The Instructional Assistant will challenge students by incorporating science and engineering practices for students. Innovation Station will be used to further develop HH Beam's STEM program.

Budget Implications:

Instructional Teacher Assistant (7): \$263,117.93

Innovation Station Teacher Assistant (1): *(Included in the above total)*

Benchmark/Evaluation:

Weekly, Bi-weekly and Quarterly academic proficiency/growth assessment and review of discipline referrals and interventions will measure effectiveness of this model. Educators Handbook data will serve as the primary source of behavior data (qualitative & quantitative) to inform of needed adjustments to behavior tier plans and interventions.

Component 3: §1114(b) (7)(A)(iii): Allowable Activities

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include—

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- Strategies for assisting students in the transition from primary grades to intermediate, intermediate to middle, and middle to high.

Evidence: Evidence-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Social Emotional Program: The social emotional program at HH Beam will be based on a collaborative approach that will be designed to support all stakeholders with managing anxiety.

Multi-tiered Systems of Support/Positive Behavior Intervention System (MTSS/PBIS):

The MTSS/PBIS program at HH Beam supports the “whole child” (i.e., students performing below grade level or advanced learners and students that are chronically absent) by providing a framework that encompasses academic, behavioral, social and emotional support. HH Beam will use a universal screening system to inform decisions of developing student interventions. These data will also be analyzed at the school level to determine system-wide shifts that are needed to sustain ongoing student growth and development. The approach to this important initiative will be collaborative (i.e., teachers, counselors, psychologists and other specialists) to assess and address student needs.

Budget Implications: \$0.00

Benchmark/Evaluation:

Weekly, Bi-weekly and Quarterly academic proficiency/growth assessment and review of discipline referrals and interventions will measure effectiveness of this model. Student Support Team (Administration, Counseling, Social Worker, School Nurse & SBT) referral data and Educators Handbook data will serve as the primary source of behavior data (qualitative & quantitative) to inform of needed adjustments to behavior tier plans and interventions.

Component 4: Coordinate and integrate federal, state, and local services and programs:

Name the specific state, local, and other federal programs that will be integrated.

A.S.P.I.R.E. After School Program: The A.S.P.I.R.E. program expands learning opportunities maximize student’s potential through afterschool and summer learning programs that support and connect families, schools, and communities.

Teacher Leader Cohort (Teaching Children in Poverty): To build leadership capacity and to shift cultural perspective, the teacher leader cohort will provide ongoing staff professional development to improve awareness and perspective of how to teach students reared in poverty.

Parent and Family Engagement- §1116:

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f).

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, Every Student Succeeds Act, Title I, Part A

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.”

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Each Title I served school must:

- Convene an annual meeting at a convenient time to which all parents of participating children shall be invited and encouraged to attend, to inform parents of the school’s participation and explain the requirements of this part and the right of the parents to be involved.

Date and time of annual meeting: 9/17/2020 5:00 p.m. - 7:00 p.m.

- Offer a flexible number of meetings, such as meetings in the morning or evening, and provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement.

Date(s): September 18, December 11, February 5, April 9 - Curriculum Events
 Parent conferences: October 11 and March 7th

- Involve parents in an organized, ongoing, and timely way with the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b).

Date(s): Input for the Learning Compact and Parent and Family Engagement policy will be shared and feedback will be gathered from parents on August 13, 2020 . The Title I School Plan will be shared with parents on September 17, 2020.

- Provide parents of participating children:
 - Timely information about programs under this part.
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.
- If the schoolwide program plan under Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Shared Responsibilities for High Student Academic Achievement ([Learning Compacts](#))

As component of school level parent and family engagement policy, each school served under this part shall jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Such compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the state's student academic achievement standards the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
- Frequent reports to parents on their children's progress;
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Funding for Parent and Family Engagement

USE OF FUNDS – Funds reserved under subparagraph A shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than 1 of the following: (Please check all that apply.)

- ☐ Supporting schools and nonprofit organizations in providing professional development for school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- ☐ Supporting programs that reach parents and family members at home, in the community, and at school.
- ☐ Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- ☐ Collaborating with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- ☐ Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

Narrative: Parent involvement is minimal at HH Beam. Qualitative factors that lend to low parental involvement at HH Beam are due to language, parent cliques, parent's education, cultural influences, educator's attitudes and family issues.

Our School Improvement Team worked collaboratively to compile and analyze various data sources provided by GCS Accountability Department (*See above Component 1 narrative*) BOY & EOY parent and EOY student surveys. These perception data provided insight to determine the complexity of parent involvement issues at HH Beam. The most powerful predictor of academic achievement is that of parental involvement and the amount of time parents spend talking with their kids about school.

How the data was obtained: Parents were enabled the opportunity to complete a perception survey at the beginning of the 2019-2020 school year. The following is a synopsis of how parents perceive are the strengths and areas of opportunities at HH Beam:

Participants: 198

Strengths:

- I feel welcomed and appreciated
- The school communicated regularly
- I would like to learn more about what my child is learning at school

Area of Growth:

- Parent interest with parental/family training sessions

Language

- **English:** 92.9%
- **Spanish** 7.1%

Parent surveys were made available using paper copies in the fall of this school year. Students completed a school-wide survey to collect feedback and conception data. On May 7th & 15th, our School Improvement Team convened to solidify a reform strategy for our school.

Parent Involvement Team: The Parent Involvement Team will improve the daily involvement of the parents, guardians, caregivers, and/or other significant adults at HH Beam. Program goals are to improve students' school performance, specifically relative to the identified goals of academic performance, social and emotional awareness. This team will be spearheaded by the part-time front office associate.

ESL Teacher: The ESL teacher will serve 3rd-5th grade ESL students each day using the co-teaching and pull-out model during flextime. This model will support ESL students in their learning of core content while enhancing language acquisition skills.

Budget Implications:

Bilingualist Parent Involvement Specialist: \$0

Benchmark/Evaluation:

Weekly, Bi-weekly and Quarterly formative assessment data for all grade levels (exit ticket, tests & quizzes) and iReady proficiency and growth assessments will be used in order to determine how HH Beam's parent involvement model has impacted student achievement. Student behavior, attendance and parent data will also be analyzed.

Weekly formative assessment data for all grade levels (exit ticket, tests & quizzes) and iReady (reading & math) student assessments will be used in order to determine the impact of the 3rd-5th grade ESL teacher.

Principal Signature **Dr. Darice Irby** Date **5/21/2020**

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- ☐ Approved
☐ Unapproved (see comments)

Title I Representative

Signature _____

Date _____