

Stakeholder Involvement

Who: SIT Members

When: 5/09/22

How: Meeting

Component 1: Opportunities for All Students 1114(b)(7)(A)(i)

Provide a description of school wide reform strategies that may include interventions that provide opportunities for all children,

Component 1: Opportunities for All Students 1114(b)(7)(A)(i)

Budget Implications:

Salary for one Content Teacher

Salary for Parent Involvement Specialist

Salary for Teacher Assistants

Cost of materials for any professional development

Benchmark/Evaluation:

Weekly: Formative assessment data (iReady & Classroom assignment data) will measure student growth or proficiency. Discussions around these topics will be held during weekly data and PLC meetings. 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 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 2022-2023 school year. Aggressive MClass progress monitoring

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

Provide a description of school wide 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
- 3) Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Flextime Initiative: Provides sacred learning time to facilitate targeted learning for students in a small group setting across each grade level.

Coaching and Feedback: Content Team will serve as direct instructional support for teachers. They will provide coaching and feedback on a routine basis to strengthen instructional practices needed to impact student learning throughout the building.

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.

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

Budget Implications:

Our Instructional Assistants will participate in professional development and will assist teachers with Sound Sensible/SPIRE instructional small groups and Flex Grouping.

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: Allowable Activities

1114(b)(7)(A)(iii)

Parent and Family Engagement-1116

Provide a description of activities and strategies you are planning to develop a partnership with parents to help students achieve the state's high standards.

Parent Involvement Specialist: The Parent Involvement Specialist 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 front office associate.

Parent Academy Program

Parent Volunteering Activities/Parent Involvement Room

Curriculum Nights

Celebrate!

HH Beam Title I Program

Thank you for your participation!