

**Jonathan Ellwanger**  
**Principal**

## Highlights of Our Plan

### About Our School

William Beye Elementary School is Oak Park's oldest school at one location, celebrating our 140th anniversary this year. Since 1879 students in our neighborhood have been schooled at the corner of Cuyler and Ontario. First known as the Ridgeland School, then Ontario St. School, it was renamed in 1896 in honor of William Beye, a school board member who was instrumental in getting the school built to serve students in their own neighborhood without having to cross town.

Today Beye School is made up of 370 students in grades k-5. They are taught by 45 teachers with the help of 8 teaching assistants. 24% of the student population is eligible for free or reduced lunch and 14% have an IEP. 48.2% of students are White, 22.5% Black, 11.9% Hispanic, 15.2% Multi-Racial, and 2.2% Asian. 2% of our students are homeless and 3% are English Learners. We also welcome students who are in residence at Hephzibah House.

We have a strong tradition of meeting the needs of the whole child and seeing our connection to the world around us. Our Green Team leads efforts to reduce, reuse and recycle and takes students into the community through the Outdoor Explorers program. Our strong curricular arts education is extended by extra-curricular opportunities like Jazz Band, Gospel Choir, Art Club and our 5th grade murals that each departing class leave behind as a gift to future Beye students and families.

Beye School is noted for parent leadership and partnership and has a strong PTO as well as an Inclusion committee that is part of a district wide DIVCO (diversity committee) effort. School Improvement efforts have always included parent education and empowerment and this year we'll host three Saturday workshops to inform and encourage partnership around reading, math and inclusion efforts.

### Planning and Stakeholder Engagement Process

The BLT reviewed the 2018-19 plan in the spring of 2019 and brought the resulting priorities to the planning that happened on June 7th, 2019 at Brooks Middle School. The team worked that day to craft the 2019-20 SIP that was reviewed and refined over the course of the summer. The plan will be shared with faculty and families electronically in early August and presented to the faculty on Aug. 26th, the PTO Executive board at their August meeting as well as at the first PTO general membership meeting of the year on Saturday, Sept. 7th.

## School improvement planning team

Name	Stakeholder group
Gabrielle Rosenblum	Building Leadership Team
Jennifer Logan	Building Leadership Team
Jonathan Ellwanger	Principal
Michael Colucci	Building Leadership Team
Natalie Bauman	Building Leadership Team
Paul Manus	Building Leadership Team
Sarah Louthan	Building Leadership Team

## **Executive Summary**

We believe that all students can achieve and that a growth mindset fuels goals and actions that will fashion a new reality. We are focused on seeing growth for all students and all student subgroups in reading, math and the experience of a positive learning environment. We are also committed to improving our attendance rate (including tardiness) and to increasing the capacity of teachers to manage behaviors in the classroom to decrease office referrals. Specifically, we want:

ELA - At least 80% of all students will make one's year's worth of growth in reading based on the BAS assessment (K=5 levels, 1=6 levels, 2-5= 3 levels).

MATH- - Move 50% of Tier 2 and Tier 3 students up one tier and maintain 80% of Tier 1 students.

POSITIVE LEARNING ENVIRONMENT- Increase positive student responses on the five least positive PLESS questions by 10%.

- I am challenged by the work my teachers ask (65%→75%)
- Students at my school treat me with respect (58%→68%)
- I have choices in the way I learn (62%→72%)
- I have fun learning (66%→76%)
- Students at my school are friendly (64%-74%)

ATTENDANCE- 96% daily attendance rate with less than 2% of students tardy.

DISCIPLINE- Begin tracking classroom managed behaviors to look for data trends to guide professional development and classroom-based interventions.

We know that achievement disparities that are predictable by race and/ or SES are one of the most significant challenges we face as a school and school district. We are committed to eliminating opportunity gaps and seeing all students growing and becoming proficient with grade level standards. In approaching the work, we believe that all students have strengths that we must stick with and that a deficit view limits our effectiveness and reinforces stereotypes.

