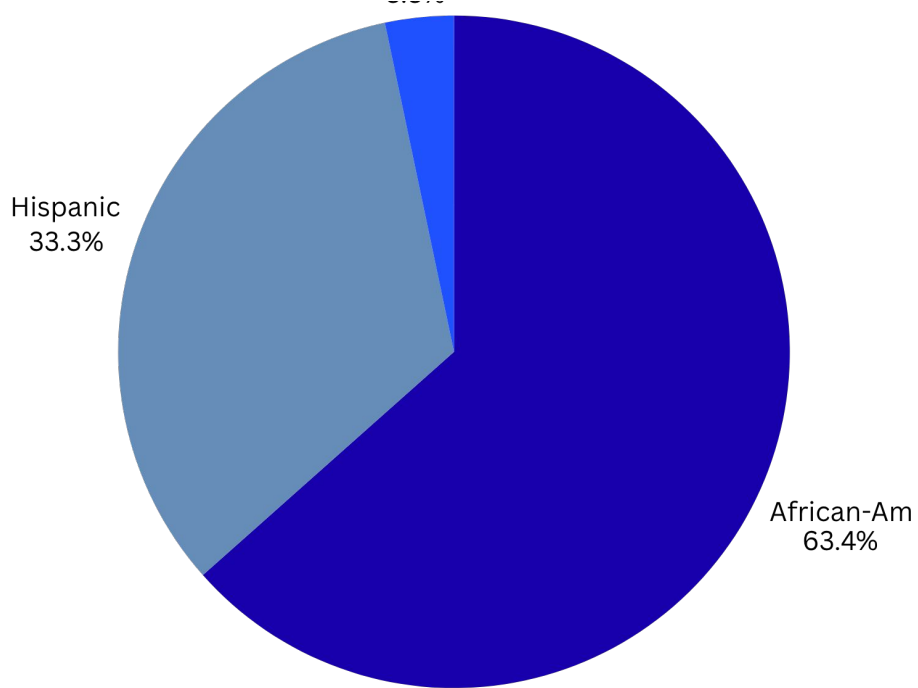
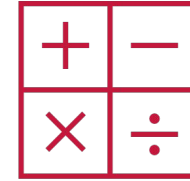


MSDE Community School- WBES



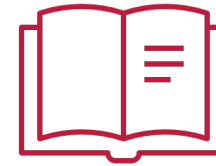
424
Enrollment



60%
Math Student Growth



88.3%
Attendance Rate



42%
English Language Arts Student Growth



N/A
Graduation Rate

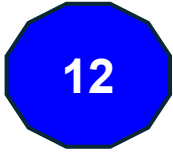


60.2%
English Learners Making Progress Towards Learning English

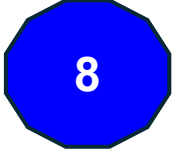
| Students by the Numbers | | Current partners engaged with the community... |
|-------------------------|----------------------------------|---|
| N/A | ADA 504 | 22 Partners and Growing <ul style="list-style-type: none"> Capital Area Food Bank Exploration Nation General Services Administration Bowie Produce Suitland Creates |
| 306 | FARMS/Economically Disadvantaged | |
| 114 | Multilingual Learners | |
| 27 | Students with Disabilities | |
| N/A | Talented and Gifted Students | |



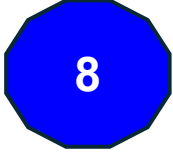
Who participated in our Assets and Needs Assessment?



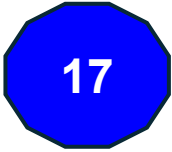
Students



Families



Staff



Community Members

MSDE Community School-WBES



What did we learn?



- 90% of scholars hold positive perceptions of participating and having field trips, extended learning, & enrichment programs.
- 88.9% of the scholars at William Beanes feel as if they can be honest with staff and feel safe.
- 50% of students feel that they can easily access information about their scholars' mental health and services for them.



- 100% of staff feel like they can speak and be honest with other staff members and supporting agencies.
- Only 40% of school staff are aware of the PTSA.
- 52.4% of staff feel like they can be honest and feel safe within the school.



- 87.5% of families hold positive perceptions of field trips, extended learning opportunities, and enrichment programs.
- 83.3% of our families are aware of our Parent Leadership
- 87.5% of families at William Beanes feel like they can speak and be honest with school staff and agencies.



- Continue to provide scholars opportunities to experience culturally relevant field trips, assemblies, extended learning opportunities, and after school enrichment programs.
- Continue to identify resources for families and scholars to have access.
- Continue to create a culture and climate that makes staff comfortable, while increasing student trust in the adults.

Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities



Teacher Participation in Field Trip Planning and Implementation

Encouraging greater teacher involvement in the planning and execution of field trips ensures that these experiences are directly aligned with classroom instruction and student learning goals. Increased teacher input also promotes engagement, ownership, and logistical effectiveness.

Teacher Buy-In for Testing Preparation Courses

Building teacher buy-in for test preparation initiatives is essential to helping scholars develop effective test-taking strategies. Collaborative planning, clear communication of goals, and alignment with curriculum standards can help foster support for these efforts and improve student performance.

Collaborative Leadership, Shared Power, and Voice



To enhance the effectiveness of the Steering Committee at William Beanes, there is a need for increased participation from both staff and parents. Greater involvement will ensure that a broader range of perspectives are represented, leading to more inclusive and informed decision-making. Additionally, the goal is to promote more collective decision-making, where input from all stakeholders is valued and reflected in school planning and initiatives. Strengthening engagement in this way will reinforce shared ownership and alignment with the school's mission and priorities.

Integrated Systems of Support



To better support scholars' academic and social-emotional development, William Beanes aims to deepen parent engagement through the following efforts. Offering more workshops focused on the importance of mental health will help parents better understand how emotional well-being impacts their scholar's behavior, focus, and learning experience. Parents are encouraged to actively participate in Student Intervention Team (SIT) and Individualized Education Program (IEP) meetings to collaboratively discuss their scholar's academic and behavioral needs, both at school and at home. Which would ensure a holistic personalized approach. Teachers are encouraged to notify

