Daniel C Beard Elementary School

O'Hare Elementary Network

6445 W Strong St Chicago, IL 60656

ISBE ID: 150162990253760

School ID: 610083

Oracle ID: 30051

Mission Statement

The comprehensive vision for Beard School is to provide a rich, supportive and energetic educational climate focusing on high expectations for all children. We are committed to providing diverse and effective instructional strageties to ensure that students have maximum opportunities to achieve high academic standards tnd to improve social emotional skills. Beard believes in strong parent - community involvement as an integral component of the education of the whole child.
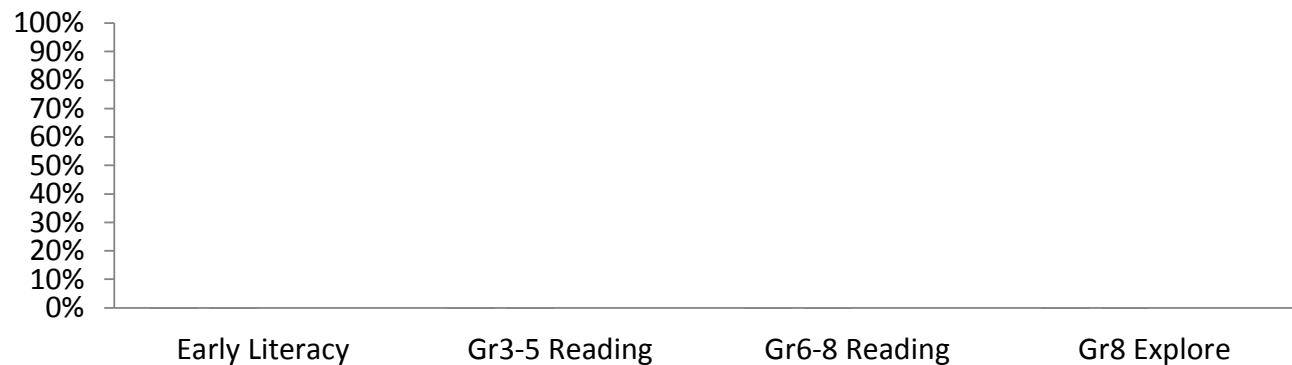
Strategic Priorities

1. Students will receive a high quality developmentally appropriate rigorous instructional program.

2. We will create a positive learning environment that promotes the development of the "whole child" learning theory by providing school and community based opportunities for successful development of independent functioning skills and appropriate social/emotional skills.

3. Parents and community members will work together to maintain the high quality education for the Beard School students.

4. Students will have access to and utilize developmentally appropriate technology equipment and programming in order to access and support their instructional program .

School Performance Goals

Literacy Performance Goals

■SY2011 ■SY2012 ■SY2013 ■SY2014

(Chart with vertical axis 0%–100%; horizontal categories: Early Literacy, Gr3-5 Reading, Gr6-8 Reading, Gr8 Explore)

Math Performance Goals

■SY2011 ■SY2012 ■SY2013 ■SY2014

(Chart with vertical axis 0%–100%; horizontal categories: Early Math, Gr3-5 Math, Gr6-8 Math, Gr8 Explore)
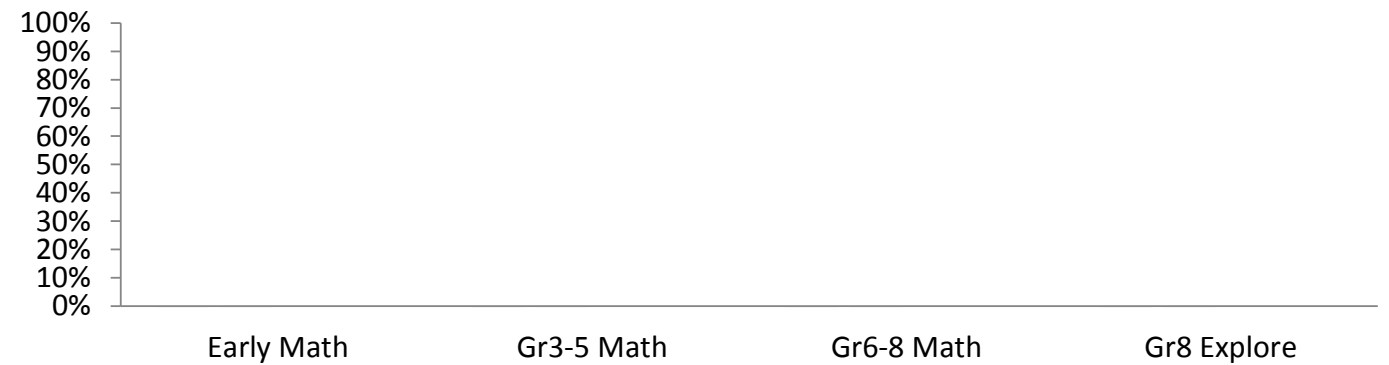
Continuous Improvement Work Plan
2012 - 2014

CIWP

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Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Daniel C Beard Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Elizabeth Dailey	Principal
Melissa Stenger	Assistant Principal
Gina Kim	Classroom Teacher
Kerry Melton	Classroom Teacher
Tracy Schreiber	Classroom Teacher
Patty Garrity	Classroom Teacher
Christina Shaver	LSC Member

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	na				**Early Math** % of students at Benchmark on mClass	NDA	na		

3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	na				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	na		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	na				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	na		

6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	na				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	na		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	na				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	na		

8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	na				**Explore - Math** % of students at college readiness benchmark	NDA	na		

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.9	96.0			**Misconducts** Rate of Misconducts (any) per 100	0.0	na		

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	NDA	na			**ISAT - Reading** % of students exceeding state standards	NDA	na		
ISAT - Mathematics % of students meeting or exceeding state standards	NDA	na			**ISAT - Mathematics** % of students exceeding state standards	NDA	na		
ISAT - Science % of students meeting or exceeding state standards	NDA	na			**ISAT - Science** % of students exceeding state standards	NDA	na		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• Students have individualized goals with the ultimate, school-wide goal of increased independence across content areas and for both social and emotional development. • Student growth is linked to IEP goals and demonstrated through benchmark mastery and on quarterly and pre/post assessments. Mastery of goals is determined through constant assessment and through progress monitoring.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	• Principal has developed a partnership with Red Kite (Chicago Children's Theatre) to provide staff with professional development, unit development and implementation in 4 classrooms and student participation in annual theater experience. • Principal has secured professional development and ongoing classroom support to implement Calm Classroom program to enhance student social emotional learning and coping strategies. • Teachers set individual goals based on school wide targets (SY11-12 technology use and social emotional learning) • Principal provided iPads and professional development for each classroom to incorporate technology across the curriculum • Expanded outdoor classroom and fenced playground to provide safe outdoor environment for students to learn and play • Teachers participate in review of current educational articles and best practices through peer discussion	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		2
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• All teaching staff is on designated committee(s). • Teachers raise concerns, voice opinions and actively participate in meetings • Teachers who attend off site professional development conduct school wide PD/reviews to share learning content with colleagues	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Daniel C Beard Elementary School

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School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	• The ILT represents all grade levels and disabilities • Each collaborative grade level/disability team is led by an ILT member. • ILT members conduct ongoing professional development regarding implementation of Common Core State Standards using a train the trainer model • The ILT analyzes quarterly in-house, standardized and formative assessment data.	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	• The ILT developed a school-wide behavior tracker to document and monitor student behavioral issues. • The ILT selects subtests on the Brigance (CIBS II and IED II); subtests are selected to provide for cohesion as students transition from early childhood to elementary instructional programs.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	• IEP goals, instructional units and lesson plans are currently aligned to Illinois Learning Standards; teachers are transitioning to the incorporation of Common Core State Standards • Each classroom has a library; individual libraries vary in the types of text and in levels of complexity. Texts are primarily fiction. • Teachers provide students with disabilities access to the general education curriculum (Open Court, Envision math) with significant modifications and accommodations.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• PECS (picture exchange communication system) is used school-wide by students who are non-verbal or have limited verbal skills; Boardmaker software, Velcro, laminating and PECS books are readily available to teachers. • Early childhood classrooms utilize Ready Readers for language arts instruction. • The Open Court reading series utilized by elementary classrooms is supportive of students with disabilities through program and teacher modifications. • Elementary classrooms currently utilize Envision or Scott Foresman for math instruction; it is a goal to phase out Scott Foresman and provide all elementary classrooms with Envision math. • 7 K-3 classrooms are piloting Pearson's Interactive Science curriculum with the expectation to expand to additional classrooms in SY12-13.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• Accommodations and modifications necessary for are delineated in students' individual IEPs. • Classroom and individual data is available for teachers on a quarterly basis. • A variety of assessments are administered (Brigance – quarterly, social emotional learning scale – pre/post, behavior tracker – daily/weekly, Scantron, ISAT, IAA). • Work samples are collected for student portfolios; teacher teams do not currently use portfolios to drive collaborative discussions.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		--->	**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• Teachers scaffold instruction to ensure that all students have access to tasks that increase in complexity. • Short term learning objectives are linked to Illinois Learning Standards and daily lessons. • Although questioning techniques primarily fall into the lower levels (1-2)of Bloom's Taxonomy, teachers provide access to activities at higher levels (3-6) with the significant use of adaptations and scaffolding.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	• Clinical team provides a three-year reevaluation and eligibility determination for students with IEPs. • Clinical team (psych, SW, SP/L, OT) meets with teacher on frequent basis to discuss student progress, interventions and concerns. • Clinical team develops and implements functional behavior analysis/behavior intervention plan for students with behavioral needs. • Teachers track behavior with individualized data collection system based on student need; interventions are implemented and tracked for effectiveness.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• Quarterly staff development focuses on upcoming alignment to CCSS. • Professional development by staff is conducted in a train the trainer model • Outside agencies/programs (Red Kite, Calm Classroom) provide initial professional development and follow up to monitor program implementation.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• Teachers participate in collaborative teams according to grade level/disability. • Clinical teams meet every six to eight weeks to discuss classroom progress, concerns and issues. • Collaborative teams are led by an ILT member.	
	Instructional coaching	--->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	• New teachers have access to a mentor teacher for instructional and classroom management support. The ILT also works with new teachers to help them professionally and through daily compliance tasks. New teachers are assigned a specific person to work with and are made of a team that meets weekly.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	• Staff members (teaching, therapy and support) set high academic, social and behavioral expectations for all students, regardless of ability level. Teachers work with students to enable them to be successful in meeting their IEP goals.	
	Relationships	-->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• Students form bonds with teachers, therapists and support staff. • Students typically spend 2 years in a multi-age classroom, which allows student-staff relationships to build. • Students have opportunities to interact with non-disabled peers through LRE (least restrictive environment) programs, such as Oriole Park Big/Little, Edison Park Partners in Play and Beard/Decatur Friendship Club. • Staff is sensitive to the effects of home language, culture and family life.	
	Behavior& Safety	-->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	• Behavioral expectations are set for all students, regardless of functioning level and disability. • Teachers implement classroom and individualized behavior plans driven by student(s) need(s). • A school store is available for use as positive reinforcement for student behavior. • Student safety is a priority; the physical environment is fenced and alarmed to ensure that students are unable to leave to property.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**4**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	• Teachers use a school-wide, uniform daily notebook to communicate student progress with parents. • Annual open house provides an opportunity for parents to meet teachers and therapists, as well as to learn about the instructional and therapy programs. • A weekly parent support group creates a network of support and resources for parents of students with disabilities. • A monthly "Home School Connection" program provides parents with the opportunity and necessary supplies to create instructional materials to use at home that support classroom instruction.	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Daily notebooks encourage parent-teacher communication and feedback regarding student progress and concerns. • Teachers make frequent phone calls to parents in regards to academic, social, behavioral and health concerns. • Quarterly newsletters are posted on school website to provide information about past and current events. • Interpreters are available to communicate with families in	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• Principal encourages an open door policy in which parents, therapists and outside agencies are welcome to visit and observe. • Beard encourages and provides school and program tours to parents of prospective students. • Parents have access to teachers and therapists via face to face, phone and email; response time is to parent concerns and contact is timely. • Parent participation is encouraged through parent support meetings, LSC and other school related functions and activities.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**4**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• Teachers and therapy staff conduct outreach to families who are in need of assistance with doctor referrals, behavioral referrals, SSI, respite care and general support strategies. • Teachers/therapists frequently communicate with or write letters to doctors to document student behavior/health concerns as it relates to classroom participation and success. • Teachers/therapists frequently communicate and collaborate with outside therapists to ensure seamless transitions, to discuss treatment strategies and to track generalization across environments.	
6: College and Career Readiness Supports	**College & Career Exploration and election**	-->		**2**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Beard School is a Prek-3rd grade school. Programs are provided that help establish building blocks and foundational experiences that allow students to develop both academically and socially. As students become engaged in the curriculum, they are exposed to higher level experiences that prepare them for advanced learning	
	Academic Planning	-->		**2**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	School provides programs that begin to prepare students for critical thinking skills. Significantly modified curriculums allow students to be successful as they prepare for advanced learning both here at Beard and at other placements through other schools in the city.	
	Enrichment & Extracurricular Engagement	-->		**2**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	• Extracurricular activities are built into the school day through enrichment programs. Beard is not a neighborhood school; 81% of students receive special education transportation, which does not allow for afterschool programming. Therefore opportunities are	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	***College & Career Assessments***	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school understands that preparation for college and career begins as early as 3 years old. Programs are developed to create building blocks that will lead toward preparation of advanced learning. Students are provided experiences that allow them to grow and think critically as they develop. Early intervention is our	
	College & Career Admissions and Affordability	-->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	The school promotes preparation, participation and involvement in all age appropriate and instructionally appropriate assessments aligned to the common core. Monitoring of student data occurs regularly and is adjusted to prepare students for meeting goal objectives.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	• Teachers provide students/families with coping strategies and mechanisms as they transition to new classrooms within the school and to new schools upon program completion. • Teachers encourage parents to contact/observe in placements determined by OSES for students who are exiting the program. IEP teams work with families to create transition plans that are smooth and in the best interest of the student.	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Daniel C Beard Elementary School

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School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**4**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	• School identifies student technology targets and allocates funding to meet classroom and individual student needs. • School allocates discretionary funding for community based instruction and LRE (least restrictive environment) activities with partner schools (Edison Park, Oriole Park, Decatur). • School allocates discretionary funding to support students' communication needs (PECS materials, Velcro, laminating). • School allocates discretionary funding to support students' therapeutic and sensory needs. • School actively pursues grant funding to continue development of the outdoor classroom. • School actively pursues funding partnerships to provide for playground and campus park improvements. • School actively participates in community partnership to provide funding and personnel support for annual school-wide special Olympics event.	
	Building a Team	-->		**2**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	• Hiring is conducted after a vacancy is identified. Staff members are included in the hiring process. • School actively works to build a pool of potential staff through partnerships with local universities, student teachers and therapy interns. • Interviews are typically conducted by teams of individuals that work to obtain the most highly qualified candidate.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	• School schedules are designed to meet individual students' needs in regards to instructional and therapeutic minutes. • School schedules allow flexibility for sensory breaks, psychology and social work services, occupational therapy, speech therapy and resource intervention. • Clinical teams meet on a regular basis to discuss student progress and concerns. • Dedicated reading block is established to allow for flexible grouping and to maximize use of effective staffing patterns during reading instruction. • Intensive specialized instruction is provided to students who require additional academic or behavioral support.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The comprehensive vision for Beard School is to provide a rich, supportive and energetic educational climate focusing on high expectations for all children. We are committed to providing diverse and effective instructional strategies to ensure that students have maximum opportunities to achieve high academic standards tnd to improve social emotional skills. Beard believes in strong parent - community involvement as an integral component of the education of the whole child.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Students will receive a high quality developmentally appropriate rigorous instructional program.	Beard does not have standardized test scores for the vast majority of it's students. Each student is assessed quarterly using the Brigance Inventory. Additional interim data consisting of teacher made assessments, student assignments, individual mastery of IEP goals, and individual skill mastery based on CCSS is used to adjust and drive instruction. All data is based on individual student progress. Multiple measures of performance are necessary to develop a comprehensive, developmentally appropriate and differentiated academic program.
2	We will create a positive learning environment that promotes the development of the "whole child" learning theory by providing school and community based opportunities for successful development of independent functioning skills and appropriate social/emotional skills.	All of the students at Beard have life long challenges that effect many areas of development including independent functioning and social emotional skills. Our goal is for the students to develop skills that will allow tham to be successful in the global society.
3	Parents and community members will work together to maintain the high quality education for the Beard School students.	All of the students at Beard have significant disabilities and face life long challenges. Parent involvement is a critical component in ensuring the successful development of the whole child. Parent meetings address the needs of the families such as specific disabiliy information, how to advocate for your child, make and take activities that encourage learning in the home. Parents are provided an opportunity to interact with other parents and are provided learning activities they can use in the home to support their child's learning. Regular parent feedback has lead to adjustments in the focus of the parent meetings. Parents need the opportunity to network with and communite with each other. Parents have expressed a desire to establish a parent teacher organization that would provide fundraising acitivites and community based activities for families.

4	Students will have access to and utilize developmentally appropriate technology equipment and programming in order to access and support their instructional program .	Students at Beard have unique learning needs and learning styles. Strategies incorporating technology increase student interest, engagement and motivation. Interactive white board technology, tablets, projectors, laptops, online curriculum products and assistive technology devices/programming will be utilized across content areas.
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Students will receive a high quality developmentally appropriate rigorous instructional program.	Beard does not have standardized test scores for the vast majority of it's students. Each student is assessed quarterly using the Brigance Inventory. Additional interim data consisting of teacher made assessments, student assignments, individual mastery of IEP goals, and individual skill mastery based on CCSS is used to adjust and drive instruction. All data is based on individual student progress. Multiple measures of performance are

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Beard will conduct an audit of existing literature and informational texts which are aligned to the Common Core State Standards	Instructional Materials	All	Librarian, Assistant Principal	On-going	Summer 2012	On-Track	The inventory process has been started.
Grade level teams lead by ILT members/principal will analyze individual student data to set expected targets and drive instructional practice.	ILT/ Teacher Teams	All	Principal/ILT and Grade Level Teams	On-going	On-going	On-Track	
Staff will complete quarterly Brigance assessments with data entered into the online management system. ($300)	Instruction	All	Teachers/ Assistant Princpal	On-going	Year 2		
Students will use modifications and accomodations in the school environment to access the curriculum and be an active participants in their learning,.	Instructional Materials	All	Teachers	On-going	On-going		
Grade level teams will analyze student data to identify trends, set targets and develop strategies to meet expected standards.	ILT/ Teacher Teams	All	ILT and Grade Level Teams	On-going	On-going		
Students will utilize textbooks across all curriculum areas that support a rigorous instructional program and that support the CCSS.	Instructional Materials	All	ILT and Grade Level Teams	On-going	On-going		
CCSS Team Leaders will promote professional teaching practice and support school improvement by building capacity.	Professional Development	All	ILT and Grade Level Teams	On-going	On-going		
Team Leaders will design and support ongoing professional development structures that will facilitate the transition to CCSS	Professional Development	All	Principal/ILT and Grade Level Teams	Summer 2012	On-going		CIWP
Team Leaders will participate in summer institutes and facilitate development of units and tasks with colleagues in grade level teams.	Professional Development	All	Principal/ILT and Grade Level Teams	Summer 2012	Quarter 4		

Strategic Priority 1

Consultants will provide staff with ongoing , best practices and strategies that address targeted skills across content areas and enrichment electives.	Professional Development	All	Principal/ Asst Principal	Quarter 1	Quarter 4		
Educational Support Staff will participate in professional development training and workshops to develop capacity.	Professional Development	All	Principal/ Asst Principal	Quarter 1	Quarter 4		
Funding for extended day bucket for grade level and CCSS team leader collaboration and meetings will be provided.	After School/ Extended Day	All	ILT and Grade Level Teams	Summer 2012	Quarter 4		
Funding for Substitute teachers will be provided for classroom coverage.	Staffing	All	Principal	Quarter 1	Quarter 4		
Staff will participate in outside professional learning seminars, workshops and conferences to build capacity.	Professional Development	All	Principal/ILT and Grade Level Teams	On-going	Summer 2013		
Staff will utilize developmentally appropriate instructional materials to support all curriculum areas.	Instructional Materials	All	Grade Level Teams	On-going	On-going		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
We will create a positive learning environment that promotes the development of the "whole child" learning theory by providing school and community based opportunities for successful development of independent functioning skills and appropriate social/emotional skills.	All of the students at Beard have life long challenges that effect many areas of development including independent functioning and social emotional skills. Our goal is for the students to develop skills that will allow tham to be successful in the global society.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will have necessary modifications and accomodations in the school environment to access the curriculum and be an active participant in their learning.	Instruction	All	Teacher and Ancillary Staff	Quarter 1	On-going		
Students will participate in community based activities and field trips to promote successful development of independent functioning and social emotional skills aligned with the CCSS.	Instruction	All	Teachers and Anciallary Staff	Quarter 1	Quarter 4		
Students will participate in various enrichment activities to facilitate speech and language, social-emotional and independent functioning skills aligned with the CCSS.	Instruction	All	Teachers and Anciallary Staff	Quarter 1	Quarter 4		
Students will participate in multi-sensory school based special events that provide an opportunity to promote appropriate independent functioning and social-emotional skills.	Instruction	All	Teachers and Anciallary Staff	Quarter 1	On-going		
Students will have developmentally appropriate instructional materials and supplies to facilitate speech and language, independent functioning and social emotional skills aligned with the CCSS.	Instructional Materials	All	Teachers and Anciallary Staff	Quarter 1	On-going		

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Parents and community members will work together to maintain the high quality education for the Beard School students.	All of the students at Beard have significant disabilities and face life long challenges. Parent involvement is a critical component in ensuring the successful development of the whole child. Parent meetings address the needs of the families such as specific disabiliy information, how to advocate for your child, make and take activities that encourage learning in the home. Parents are provided an opportunity to interact with other

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop parent meetings, workshops, trainings, home school connection meetings based on needs assessment input received from parents.	Parental Involvement	All	Ancillary Staff, Teachers,Parents	On-going	On-going		
Materials and supplies will be provided to support parent/family and community events.	LSC/ PAC/ PTA	All	School staff	Quarter 1	Quarter 4		
Parents will establish a Parent Teacher Organization. Families will participate in family and community events sponsored by the PTO.	Parental Involvement	All	Parents	Quarter 1	On-going		
Parents will organize and hold fund raising activites for the Beard School Community.	Parental Involvement	All	Parents	Quarter 1	On-going		
Parents will establish a conduit for parent to parent communication.	LSC/ PAC/ PTA	All	Parents	Quarter 1	On-going		
Parent Involvement/participation at Local School Council meetings will increase.	LSC/ PAC/ PTA	All	Parents	Quarter 1	On-going		
Beard School Web Site will be maintained to provide school information to parents and the community.	Other	All	School Staff, Technology Coordinator	Quarter 1	On-going		
Students will have a communication book to provide two-way communication between home and school.	Instructional Materials	All	Teachers, Ancillary Staff	Quarter 1	On-going		
Guest speakers and consultants will provide relevant information to parents at trainings and workshops.	Professional Development	All	Principal, Ancillary Staff	Quarter 1	On-going		

Strategic Priority 3

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Students will have access to and utilize developmentally appropriate technology equipment and programming in order to access and support their instructional program .	Students at Beard have unique learning needs and learning styles. Strategies incorporating technology increase student interest, engagement and motivation. Interactive white board technology, tablets, projectors, laptops, online curriculum products and assistive technology devices/programming will be utilized across content areas.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Staff will participate in ongoing professional development workshops targeting effective use of technology with students with special needs.	Professional Development	All	Principal, Assistant Principal, Teachers	Summer 2012	Summer 2013		
Ongoing professional development workshops targeting effective strategies in inclusion of technology in daily classroom instruction will be provided to staff..	Professional Development	All	Principal, Asst Principal, Technology Coordinator	Quarter 1	Quarter 4		
Adaptive technology materials will be provided to students to support classroom instruction.	Equipment/ Technology	All	Technology Coordinator,	Quarter 1	Quarter 4		
Staff will effectively utilize adaptive technology equipment to facilitate student access to their instructional program.	Instruction	All	Teachers, Ancillary Staff	Quarter 1	On-going		
Technology equipment will be provided to staff to support administrative and instructional needs.	Equipment/ Technology	All	Technology Coordinator,	Quarter 1	Quarter 4		
Staff will utilize developmentally appropriate Apps and educational software to facilite student access to their instructional program.	Equipment/ Technology	All	Teachers, Ancillary Staff	Quarter 1	On-going		

Strategic Priority 4

2012-2014 Continuous Improvement Work Plan

Daniel C Beard Elementary School

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps