



Edward Beasley Elementary Magnet Academic Center

Burnham Park Elementary Network
5255 S State St Chicago, IL 60609
ISBE ID: 150162990252800
School ID: 610246
Oracle ID: 29321



Mission Statement

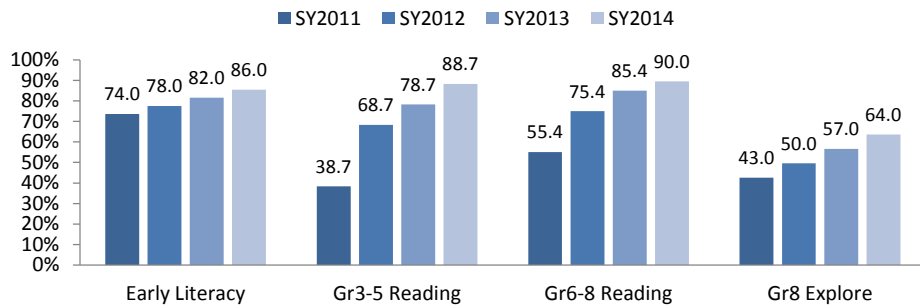
Our mission at Beasley Academic Center for the years of 2012-2014 is the implementation of a Relevant Rigor Framework (RRF) for our curriculum and instruction. Our RRF ensures that all of our students receive instruction set by the Common Core State Standards (CCSS), with a specific focus on literacy. Our RRF also lays out our vision for our students to become literate citizens in the 21 century. Students will be introduced to College and Career Readiness in the primary grades of K-3. We will implement a departmental curriculum based upon a high school model. The intermediate and upper grades will have vast experiences in career fields for college and career readiness. This can be achieved by strategically prioritizing specific actionable items that includes DIBELS, NWEA, CIM, and Explore assessments. Our goal is that 90% or more of our students will Meet or Exceed and 50% of our

Strategic Priorities

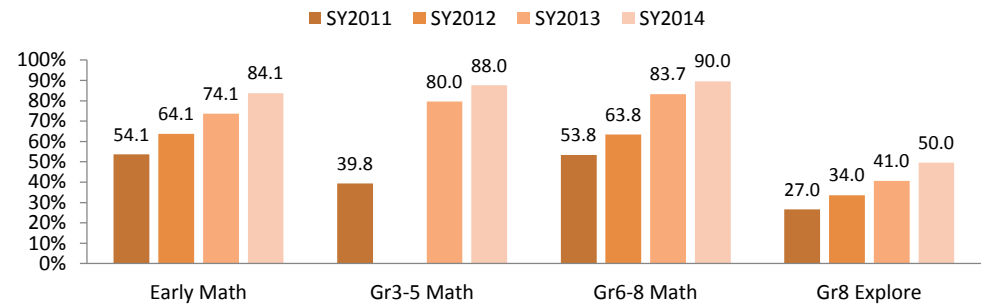
1. Principal will build upon staff's knowledge and expertise for the NWEA interim benchmark assessments (Northwest Evaluation Association). The principal will work the Instructional Leadership Team (ILT) and Teacher Team Leaders to ensure a vision of teacher best practices with standardized tests.
2. The Beasley Response to Intervention Team (RTI) will develop a Beasley Relevant Rigor Framework (RRF) for teaching and learning that integrates the Common Core State Standards (CCSS). The Beasley School Progress Report will be the measurable tool to determine if this initiative has reached all stakeholders.
3. The Local School Council (LSC) will assist and help the principal to appropriate and monitor funds to enhance instructional technology. The Beasley CIWP Team will assist in improving instruction with the purchased technology .
4. The Beasley ILT and Teacher Teams will assist literacy instruction for grades 3rd-5th by developing core instructional methods for teachers. The ILT and Teacher Team Leaders will utilize various forms of data to determine a direction for the principal in professional development opportunities. Other interventions include PreK-3rd early
5. Beasley will try to improve our ISAT Exceeds Scores by 3%-5% in the Upper Grades (6th-8th) yearly in the years 2012-2014. Teachers will receive professional development workshops to address Common Core Standards based up on the Full School Day requirements.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



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:	Edward Beasley Elementary Magnet Academic Center

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
Kim Brasfield	Principal
Petrina Haynes	Assistant Principal
Jaidah Wilson	Assistant Principal
Eugene Clark	Lead/ Resource Teacher
Kelly Johns	Lead/ Resource Teacher
William James	Special Education Faculty
Leverette Bryant	LSC Member
Linda Lichter	Classroom Teacher
Melissa McIntosh	Classroom Teacher
William Housewright	Classroom Teacher
Mary Thornton	Classroom Teacher



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	74.0	78.0	82.0	86.0		Early Math % of students at Benchmark on mClass	54.1	64.1	74.1	84.1
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	38.7	68.7	78.7	88.7		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.8		80.0	88.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	43.6	50.0	60.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	47.5	50.0	60.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	55.4	75.4	85.4	90.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	53.8	63.8	83.7	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.2	59.2	69.2	79.2		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.3	67.3	77.3	87.3
8th Grade										
Explore - Reading % of students at college readiness benchmark	43.0	50.0	57.0	64.0		Explore - Math % of students at college readiness benchmark	27.0	34.0	41.0	50.0



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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	95.0	95.0	96.0	97.0					
Misconducts Rate of Misconducts (any) per 100	10.3	15.3	10.0	8.0					

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	84.7	80.3	88.0	92.0		ISAT - Reading % of students exceeding state standards	21.3	24.3	41.3	51.3
ISAT - Mathematics % of students meeting or exceeding state standards	87.9	85.2	88.0	92.0		ISAT - Mathematics % of students exceeding state standards	26.4	21.7	46.4	56.4
ISAT - Science % of students meeting or exceeding state standards	83.6	83.6	90.0	92.0		ISAT - Science % of students exceeding state standards	14.6	16.4	34.6	44.6

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 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Beasley has clear and measurable goals for student achievement. In order to narrow our achievement gap, our theory of action is as follows: Move the majority of our students who fall between the 40th and 59th percentile to the 60-79th percentile; Increase our Exceeds percentage to 30% or more; and to increase our Value-Added scores to be above average.</p> <p>Key levers that will be implemented with fidelity include: providing teachers both training and structured, complete materials based upon Common Core State Standards; creating and implementing an customized instructional framework. The framework addresses rigor by using the higher end of Bloom's Taxonomy (analyzing, evaluating</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The Principal is currently developing a professional learning system that builds teacher-leaders that provides them the capacity and growth as future administrative leaders. The Principal is providing 1:1 coaching cycles with 3 teachers who are seeking their Type 75 certifications. Principal provided professional development on and off school grounds to build opportunities for teacher growth in content and leadership. However, the ILT, Teacher Teams, RTI Teams, PBIS team has been made to give teachers an increasing voice at Beasley. Our teacher-leaders can take leadership roles, feel valued and our involved in the process of enhancing our school. Principal and Asst. Principals attend Teacher Team Meetings to clarify the vision for instructional best practice. At times principal and asst. principal provide 1:1 coaching. Principal routinely communicates weekly updates via email to monitor quality and drive continuous improvement.</p> <p>The principal's believes that instructional best practices has to be modeled with each staff member. This will be monitored by</p>	

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Teacher Leadership ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -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 	<p>Each teacher is requested to join one committee in addition to being an active participant within their grade level team. The ILT is comprised of a grade level Chairperson who is responsible for collaborating vertically and horizontally with other grade level chairpersons. The ILT who are also considered our data team is responsible for communicating our shared vision about how success can be achieved at the school using data and effective collaboration. The RTI Team has provided professional development to staff about the procedures for tiering and how to develop personal learning plans for students.</p> <p>The Administrative Team allows opportunities for the teachers to democratically decide curricular choices for learning. This process starts with various publishing companies providing presentations, samples and training with staff.</p> <p>Each teacher shares attend professional development in the areas of REACH or Common Core are encouraged to share their learning about effective practices from PD or visits to other schools. The school provides financial support for professional development opportunities that address best practice.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> 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. 			4
<ul style="list-style-type: none"> 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 			
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			4
<ul style="list-style-type: none"> 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. 			
<p>The Beasley ILT has assigned roles and responsibilities that allows teachers and staff how to demonstrate their knowledge and expertise to make decisions for all students and staff. The roles include: Facilitator (actively and skillfully ask essential questions that will set high standards for teaching and students' learning and it includes LRE and Resource classes that are unique to Beasley's needs; Dept. Chairpersons (to provide grade level teacher influence in decisions regarding school curriculum and practices based upon various forms of data. The teachers work in vertical and horizontal collaboration toward a shared vision about academic programs and resources for sustained improvement; Secretary (responsible for taking notes using an ILT template. The template will include: essentials questions, SMART goals, next steps, and monitoring tools/methods; Goal Gatekeeper (ensure that our meetings address our SMART goals (Smart, Measurable, Attainable, Reliable and Timely); Bridge Grade Support (track specifically the progress of 3rd, 6th and 8th grade academic performance (i.e. Report Card grades, Progress Reports, DIBELS, TRC and NWEA); Data Coordinator (carefully track students' academic progress by</p>			
<p>The Beasley ILT meets twice a month to analyze data either before or after school hours. Beasley's systematic approach to analyzing data is to focus more on ideas and less on current problems, then we can always grow. We are learning how to trust and be honest with each other and by making this adjustment with our focus we can target how to provide support for our particular teachers and students.</p>			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The CPS Literacy and Math Content Framework guides the scope and sequence for our instruction in K-8 because it includes the Common Core State Standards. All gifted classrooms receive instruction based on standards that are two years above grade level. Beasley has created Accelerated classrooms K-5 (with parental consent). All accelerated students are taught learning standards one year above grade level. In addition, the teachers are to accelerate all gifted and accelerated classrooms and scaffold their learning to ensure that learning gaps are addressed and all grade level curriculum is mastered. This pilot accelerated program was developed in 2012 and will be tracked using NWEA RIT Bands to serve as a monitoring measure for effectiveness.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<p>All K-5th students use the same publisher in reading and math to align with the Common Core Standards. Teachers are provided technology to assist instruction. Grades 6th-8th reading and math curriculum is vertically aligned. Teachers use the CCSS to guide their instruction.</p> <p>LRE classrooms have computers and access to educational software programs to assist in the learning.</p>	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>In 2012, NWEA reading & math tests from Kindergarten -8th grades will be data used schoolwide to guide instruction and curriculum. In addition, each K-2nd primary grade level team are using other assessments like TRC and DIBELS to indicate what is happening in the early years and will be used to screen and monitor student learning. These assesments will be used to monitor how much more direct instruction time will be needed and how much additional time is needed in sub-skill areas that our students have not mastered. Assessment methods will be school wide authentic activities, REACH performance tasks and project-based learning activities. RTI and IEPs are in place to ensure that students with disabilities are able to appropriately demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Teachers are encouraged to use the components of REACH and the Danielson Framework for teaching effectiveness on student academic gains. We are placing importance on class size, classroom heterogeneity, proceed learning at the students' own pace, differentiation, challenging materials, accelerated programs and concentration on the average and below average students. Teachers will regularly administer formative assessments weekly to monitor student progress and to check for understanding of student learning. Teachers are also conferencing with students individually to discuss progress on NWEA and academics.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Beasley uses interim benchmark assessments 3 times a year as our systematic approach to administer and screen assessments and not to identify students in need of academic intervention.</p> <p>Beasley has developed the Beasley Relevant Rigor Framework (BRRF) as our intervention to address particular learning gaps. The BRRF include small group instruction, more student led activities and less teacher prompting, higher ends of Bloom's Taxonomy activities (analyzing, creating and evaluating) and Resource classes that offer unique interdisciplinary approaches.</p> <p>The recommended interventions are monitored by the Teacher Teams weekly, Administrative team weekly, and ILT twice a month.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Beasley has employed the Track R Professional Development Content Guidelines for whole staff professional development to align to our school wide priorities and growth goals. Engaging staff in professional development aligned to district and school priorities will provide knowledge and understanding necessary for our work in turn contributing to a successful school year.</p> <p>CPS University be used to track data for our professional learning activities. However, this feature is new and is a work in progress.</p> <p>Teachers will complete Evaluations quarterly about the Professional Development that has been provided and if it was beneficial in everyday practice.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Teacher Teams collaborate every Thursday or Friday weekly. Teacher teams discuss strategic directions of the ILT, progress monitoring data for students receiving intervention and the inform. Teacher Teams have a Teacher Team Template to guide their discussions and are submitted to the Principal or the Dept. Chairperson will meet with the principal and have a one on one meeting about topics covered.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>New teachers have an induction meeting in August prior to the start of school for the purpose of getting acclimated to Beasley Academic Center. The teachers were given a copy of the Teacher Handbook and introduced to their Teacher Teams and Dept. Chairpersons. New Teachers will attend various professional development work shops. Some include but are not limited to the Chicago Area Writing Project Workshops, Strategic Learning, Teacher Orientation Meeting, Constitutional Rights Foundation Chicago, and Common Core Literacy and Math Workshops. The Dept. Chairperson is responsible for providing peer coaching and support. Each new teacher was assigned a mentor in the building to provide assistance throughout the year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<p>Beasley had a High School and College Spirit Week in October, 2012. Some of the activities included students wearing college wear. Teachers sharing a presentation of the college they attended and their experiences. A High School Talk and high school students from Kenwood H.S. and Chicago Arts came to speak with our 7th and 8th grade students about what they can expect from their transition from elementary school to high school.</p> <p>Beasley has offered a College Fair in October, 2012 to reinforce expectations for all students to aspire to go to college. Some colleges in attendance were City Colleges, DePaul University and</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Beasley has on-site Dean of Students and Guidance Counselor to provide support toward students achieving their goals. Beasley has adopted the "Beasley Bottom Line". A culture of achievement, a culture of respect and a culture of safety. This standard is to enhance our patterns of interactions between adults and students and among students. Beasley implements the PBIS model and we have customized this model to outline Beasley expectations. Our standards are found throughout the school in banners, charts, and artwork of positive multi-cultural symbols. Our Beasley vision and mission are found throughout the building to address our values and it includes students with disabilities.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Beasley enforces the CPS Student Code of Conduct. Beasley also has student discipline policies that are found within the Student's Handbook. The students also have the Beasley expectation charts in the hallways and classrooms. Beasley has also uses PBIS strategies to maintain positive behaviors. The RTI and the Dean of Students have created a Disciplinary Referrral Form that addresses behavioral concerns and academic concerns (RTI) as a form of intervention. Beasley has two full time Security Officers, and two part-time Chicago Police Officers to establish and maintain a safe and</p>	

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 5: Family and Community Engagement	Expectations ----->			
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The Principal held a Transition Meeting over the summer for incoming new parents and students. The purpose of the meeting was provide clear information for families and students regarding Beasley's school performance and its relevance to their children as well as the plan of improvement.</p> <p>In November, 2012, the members of the Beasley ILT presented a professional development workshop on learning the language and terms of NWEA for teachers. This workshop was to help teachers to provide clear information for families on what students are expected to achieve in a given grade level.</p> <p>Beasley proactively provides information to parents and students about Selective Enrollment Schools and admission process into these schools.</p>	
	Ongoing communication ----->			
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<p>The Beasley website offers teachers email addresses to afford two-way communication with families so that they know how their child is doing relative to their classrooms. Parents have been provided their pin numbers to GradeBook to access their child's grades. Beasley offers technological programs that can be accessed at home so that families can support their child's learning at home. We offer StudyIsland, Razz Kids, Carnegie Learning and JJJ Mind ST Math.</p>	
Bonding ----->				3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>According to the My School, My Voice surveys Beasley is partially developed in supportive environment. Beasley has made progress from the previous years of not developed in this area. The principal has communicated to staff an expectation of professional courtesy and respect to all stakeholders. We offer various academic events to support parental involvement that includes a 2nd grade math competition, Middle School Debate League, Black Knights Chess, Swim Team, Girls/Boys Athletics, May I have this Dance program (ballroom, swing and Latin dancing), ACES Engineering Club, Medical Club with Provident Hospital, Band and Choir, Science Fair. Beasley 8th Grade Student Council and other interested 8th grade students</p>	

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
Specialized support ----->				3
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Beasley has partnered with Plano Vision and Screening and a Dental services for children. We accommodate students in temporary living situation (STLS) and provide uniforms, supplies and bus cards. We have outreach with various social service agencies to provide services that include but are not limited to: Sarah's Inn and CARE and Swhab Rehabilitation Services, Cook County Deputy Sherriff's Office,</p>		
College & Career Exploration and election ----->				3
<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<p>Beasley and HistoryMakers have worked together to expose students to various professions. Regina Bioacchi and Ambassador Carol Moseley Braun have shared their professional career experiences and how it connects to academic preparation and future aspirations. Beasley offers ACES Engineering and the Provident Medical Club.</p>		
Academic Planning ----->				3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Gifted 8th grades students take Algebra I classes for high school credit.</p>		
Enrichment & Extracurricular Engagement ----->				3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Beasley offers basketball, flag football, track, dance, band/choir, debate, swim team and chess.</p>		

N 6: College and Career Readiness Supports

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
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	8th grade students take the Explore Exam. The Counselor also speaks with the students about College choices and past Beasley Alumni also still want to speak with students about college.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	Not applicable.	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	Beasley host a Summer Transition Meeting for all incoming new students. High School Talk for 7th and 8th grade students to discuss transitions to high school.	

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 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>School allocates discretionary spending to align with needs in technology and curriculum.</p> <p>Beasley conducts fundraisers to support our student and staff needs.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Hiring was conducted with the collaboration of Administration and a Hiring Committee. The Hiring Committee is comprised of the Principal, Asst. Principal, Counselor, Head Teacher, LSC Community Rep, and various grade level teachers.</p> <p>The interview process includes providing the LSC Members an opportunity to gain input regarding questions to be asked and areas to consider during the interview with at LSC & Staff Personnel Form.</p> <p>The Hiring Committee collaborates using a Interviewing Sheet that included interview questions.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Beasley's schedule includes a different Resource everyday that allows for teachers to have regular and meaningful collaboration in teacher teams.</p> <p>Struggling students receive intervention in Resource classes and with technological programs.</p>	

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

Our mission at Beasley Academic Center for the years of 2012-2014 is the implementation of a Relevant Rigor Framework (RRF) for our curriculum and instruction. Our RRF ensures that all of our students receive instruction set by the Common Core State Standards (CCSS), with a specific focus on literacy. Our RRF also lays out our vision for our students to become literate citizens in the 21 century. Students will be introduced to College and Career Readiness in the primary grades of K-3. We will implement a departmental curriculum based upon a high school model. The intermediate and upper grades will have vast experiences in career fields for college and career readiness. This can be achieved by strategically prioritizing specific actionable items that includes DIBELS, NWEA, CIM, and Explore assessments. Our goal is that 90% or more of our students will Meet or Exceed and 50% of our students will Exceed in reading and mathematics on state standardized tests.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Principal will build upon staff's knowledge and expertise for the NWEA interim benchmark assessments (Northwest Evaluation Association). The principal will work the Instructional Leadership Team (ILT) and Teacher Team Leaders to ensure a vision of teacher best practices with standardized tests.	It is important to provide staff with professional development opportunities. This will give them strategic tips and guidelines with data-based methods and how to implement data-driven instruction. Secondly, this process incorporates professional learning, leadership, and shared accountability to help increase the probability of academic rigor in instruction.
2	The Beasley Response to Intervention Team (RTI) will develop a Beasley Relevant Rigor Framework (RRF) for teaching and learning that integrates the Common Core State Standards (CCSS). The Beasley School Progress Report will be the measurable tool to determine if this initiative has reached all stakeholders.	With a Beasley RRF, teachers will be able to understand the dimensions of text complexity to develop students' skills, concentration and stamina. The combination of these skills will capture the effective nuances in teaching and learning, maintaining accurate records of students progress, effectively communicating with families, enhancing teacher's content knowledge and pedagogical skill, integrating Positive Behavior Intervention Support (PBIS) for effective classroom management, and demonstrating integrity and ethics within the scope of REACH.
3	The Local School Council (LSC) will assist and help the principal to appropriate and monitor funds to enhance instructional technology. The Beasley CIWP Team will assist in improving instruction with the purchased technology .	The Common Core State Standards (CCSS) recognizes that using technology is very important in teacher practice and for student learning. The use of multiple forms of technology supports teachers to improve what and how they teach to get the job done effectively. Moreover, we intend to close the "digital divide" with students who are not familiar with technology and enhance the precision and skills of those students that do.

4	<p>The Beasley ILT and Teacher Teams will assist literacy instruction for grades 3rd-5th by developing core instructional methods for teachers. The ILT and Teacher Team Leaders will utilize various forms of data to determine a direction for the principal in professional development opportunities. Other interventions include PreK-3rd early intervention literacy program that will include curriculum and instructional enhancement. Lastly, Beasley is piloting two full-day PreK-4 year old programs as another early literacy intervention.</p>	<p>There are many challenges occurring in 3rd -5th grade literacy. Overall, ninety percent (90%) of the 3rd and 4th grade students were projected to fall approximately around 70% in the Meets/Exceeds category in reading on state standardized test for the year of 2012. This means that the NCLB target goal of 92.5% Meets/Exceeds is the most challenging for 3rd -5th grade students and specific interventions are needed.</p>
5	<p>Beasley will try to improve our ISAT Exceeds Scores by 3%-5% in the Upper Grades (6th-8th) yearly in the years 2012-2014. Teachers will receive professional development workshops to address Common Core Standards based up on the Full School Day requirements.</p>	<p>In 2010-2011, 21.3% of Beasley students fell within the Exceeds category for literacy. In order to gain student growth (value-added) and ensuring "safe harbor" in Adequately Yearly Progress (AYP) targets, more students will need to fall within the Exceeds category on state standardized tests (PARCC). It is our contention that the formation of a "true middle school" (6th-8th) will enhance student performance in Exceeds. Our middle school concept at Beasley Academic Center emphasizes an adolescent-centered curriculum that allows students to explore, discover, deconstruct and defend.</p>

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
Principal will build upon staff's knowledge and expertise for the NWEA interim benchmark assessments (Northwest Evaluation Association). The principal will work the Instructional Leadership Team (ILT) and Teacher Team Leaders to ensure a vision of teacher best practices with standardized tests.	It is important to provide staff with professional development opportunities. This will give them strategic tips and guidelines with data-based methods and how to implement data-driven instruction. Secondly, this process incorporates professional learning, leadership, and shared accountability to help increase the probability of academic rigor in instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Attend NWEA MAP Training	Professional Development	Not Applicable	Ms. Brasfield, Mrs. Haynes, and Ms. Wilson	Summer 2012	On-going	Behind	Administrative Training for Teachers' Training/LSC approval will be needed for professional development and workshops.
NWEA Power of Teaching Kit	Instructional Materials	All	Ms. Brasfield, Mrs. Haynes, and Ms. Wilson	Summer 2012	Quarter 1	Behind	Various resources that can provide support to teachers in the NWEA series.
MAP (Measure Academic Progress)/ILT Team	ILT/ Teacher Teams	Not Applicable	ILT Members	Quarter 1	Quarter 2	Behind	Delegate roles and responsibilities, testing calendars, meeting dates, professional development dates and opportunities
Parent Forum Meeting	Parental Involvement	Not Applicable	Ms. Brasfield, Mrs. Haynes, and Ms. Wilson	Quarter 1	Quarter 4	On-Track	Conduct parent forum about overall academic data trends and the new implementation of NWEA and its use.
NWEA Quarterly Reports Distribution	Professional Development	Not Applicable	Ms. Wilson	Quarter 1	Quarter 4	Behind	Teachers will Tier their students according to quarterly results. Teachers will identify
Reading & Math Test Rehearsals	ILT/ Teacher Teams	All	ILT Members/Teacher Teams	Quarter 1	Quarter 3	Behind	Preparation tests before NWEA, State and Common Core Assessments.
DesCartes as a Continuing of Learning Parent Toolkit	Parental Involvement	All	ILT Members/Teacher Teams	Quarter 1	Quarter 4	Behind	DesCartes is a learning continuum. The Parent Toolkit will provide parents with tips, interactive resources and websites about how to assist their child in language arts, reading, and math.



Strategic Priority 1

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
The Beasley Response to Intervention Team (RTI) will develop a Beasley Relevant Rigor Framework (RRF) for teaching and learning that integrates the Common Core State Standards (CCSS). The Beasley School Progress Report will be the measurable tool to determine if this initiative has reached all stakeholders.	With a Beasley RRF, teachers will be able to understand the dimensions of text complexity to develop students' skills, concentration and stamina. The combination of these skills will capture the effective nuances in teaching and learning, maintaining accurate records of students progress, effectively communicating with families, enhancing teacher's content knowledge and pedagogical skill, integrating Positive Behavior Intervention Support

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Holt, Houghton, Mifflin Curriculum Professional Development	Instruction	Not Applicable	Ms. Brasfield, Mrs. Haynes and Ms. Wilson	Quarter 1	On-going	On-Track	Wednesday, August 29, 2012
Common Core Professional Development for Teachers on Flex Professional Development Days August 27 and August 28, 2012	Instruction	Not Applicable	Ms. Brasfield, Mrs. Haynes and Ms. Wilson	Quarter 1	Quarter 1	On-Track	August 27 and August 28
Top 20 Training Professional Development for Teachers "Thinking, Learning and Communicating"	Instruction	All	Ms. Brasfield, Mrs. Haynes and Ms. Wilson	Quarter 1	On-going	On-Track	Friday, August 31, 2012 with Paul Bern bei
ASCD Annual Conference and Exhibit Show	Other	Not Applicable	One teacher per grade level K-8	Quarter 3	Quarter 3	On-Track	March 16-18, 2013 in Chicago
Administrative Team	Other	Not Applicable	Ms. Brasfield, Mrs. Haynes and Ms. Wilson	Quarter 1	On-going	On-Track	Tier the students based upon ISAT and Scantron to create class lists accelerated classes and for a true middle school model.
MAP/ILT Team	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1	Quarter 4	Behind	MAP/ILT Team will develop a measuring tool based upon the fall NWEA data.
ASCD Implementing Common Core State Standards Institute	Other	Not Applicable	Ms. Brasfield, Mrs. Haynes and Ms. Wilson	Summer 2012	Summer 2012	On-Track	2-Day institute, Las Vegas, Nevada, August 8-9, 2012
Instructional Walk-Throughs	ILT/ Teacher Teams	All	ILT and Teacher Team Leaders	Quarter 1	On-going	Behind	The ILT and Teacher Team Leaders will create a measurable tool that focuses on specific skills and strategies that teachers can identify student strengths and weaknesses for differentiated instruction. The final measuring tool will be the REACH program. REACH will allow for teacher accountability that measures students' academic growth over time .

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
The Local School Council (LSC) will assist and help the principal to appropriate and monitor funds to enhance instructional technology. The Beasley CIWP Team will assist in improving instruction with the purchased technology.	The Common Core State Standards (CCSS) recognizes that using technology is very important in teacher practice and for student learning. The use of multiple forms of technology supports teachers to improve what and how they teach to get the job done effectively. Moreover, we intend to close the "digital divide" with students who are not familiar with technology and enhance the precision and skills of those students that do.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Technology Fundraiser	Other	All	Ms. Brasfield and Mr. Gray	On-going	On-going	On-Track	Currently conducting schoolwide initiatives to fundraise for technology
Purchase 4 Interactive White Boards, Channel One News Interactiv subscription, and Comcast Cable	Equipment/ Technology	All	Ms. Brasfield, Mr. Gross and Mr. Gray	Summer 2012	Summer 2012	Behind	Purchase Interactive WhiteBoards and integrate it with Recess Plan. Purchase Channel One InterActiv News to offset days students do not go outside for recess.
Purchase 9 Interactive WhiteBoards	Equipment/ Technology	All	Ms. Brasfield and Beasley LSC and PAC	On-going	Quarter 2	Behind	Interactive WhiteBoards have to be transferrable among grade level classrooms for teacher use until every teacher obtains their own Interactive WhiteBoard.
Razz Kids	Instructional Materials	Other student group	Ms. Brasfield, Mrs. Haynes and Ms. Robbins	Quarter 1	On-going	Behind	Purchase technology program for PreK-3rd/ Create PreK Computer Lab in the Child Parent Center.
Study Island	Instructional Materials	Other student group	Ms. Brasfield, Ms. Wilson , Ms. Kushmir Harris and Ms. Lichter	Quarter 1	On-going	On-Track	Continue contract with Study Island for grades 3rd-8th
Carnegie Learning	Instructional Materials	Other student group	Ms. Brasfield, Ms. Wilson and Ms. Lichter	Summer 2012	On-going	On-Track	Expand Carnegie Learning contract for 6th-8th grade
Purchase Laptop Cart	Equipment/ Technology	All	Ms. Brasfield and Mr. Gross	Summer 2012	On-going	Behind	Purchase 4 Laptop Carts of 35 each
Purchase one additional computer per classroom	Equipment/ Technology	All	Ms. Brasfield and Mr. Gross	Summer 2012	On-going	Behind	Total of 50 computers
JJJI ST Math	Instructional Materials	Other student group	Primary Teacher Team and Mrs. Haynes	Quarter 1	Quarter 4	Cancelled	LSC approval will be needed to renew the JJJI Mind software contract.



Strategic Priority 4

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
Beasley will try to improve our ISAT Exceeds Scores by 3%-5% in the Upper Grades (6th-8th) yearly in the years 2012-2014. Teachers will receive professional development workshops to address Common Core Standards based up on the Full School Day requirements.	In 2010-2011, 21.3% of Beasley students fell within the Exceeds category for literacy. In order to gain student growth (value-added) and ensuring "safe harbor" in Adequately Yearly Progress (AYP) targets, more students will need to fall within the Exceeds category on state standardized tests (PARCC). It is our contention that the formation of a "true middle school" (6th-8th) will enhance student performance in Exceeds. Our middle school

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Reorganize 6th-8th grade Departmental Program	Staffing	Other student group	Ms. Brasfield, and 6th-8th Grade Teacher Team Leaders	Quarter 1	Quarter 4	Critically Behind	Use Scantron Data to create Accelerated Classrooms. New organizational schedule is needed.
Junior Great Books	Instruction	Other student group	6th-8th Reading Teachers	Quarter 1	Quarter 4	Behind	Gifted and Accelerated Classes
Novel Studies	Instruction	All	6th-8th Reading Teachers	Quarter 1	Quarter 4	Behind	All regular education courses
SEPUP	Instructional Materials	All	6th-8th Departmental Science Materials	Quarter 1	Quarter 4	On-Track	All regular education courses
Algebra 1 HS Credit	Instruction	Other student group	6th-8th Math Teachers	Quarter 1	Quarter 4	On-Track	Gifted and Accelerated Classes
Social Studies	LSC/ PAC/ PTA	All	Ms. Brasfield, LSC, PAC	Quarter 4	On-going	On-Track	Enhance Social Science Curriculum Program with new text books and academic clubs and programs to support student learning.
Resource Classes	Staffing	Other student group	Ms. Brasfield, LSC	Summer 2012	On-going	Behind	Ensure that the middle school receives additional resource classes that includes swimming, industrial technology, 2 foreign languages and art.

